

# CHARTER COVERSHEET

## APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth Generation Charter School Name: Trinity Environmental Academy  
 Name of Sponsoring Entity: Sustainable Education Solutions

NOTE: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one):  501(c)(3) nonprofit organization  Governmental Entity  College or University

Chairperson of governing body of sponsoring entity: Jennifer Hoag

CEO of sponsoring entity: Jennifer Hoag

CEO/Superintendent of proposed charter school: Michael Hooten

Board member(s) who attended applicant information session(s): Jennifer Hoag Date(s): March 7, 2014

Applicant mailing address (To be used for contact regarding this application): P. O. Box 570975 Dallas, TX 75357

Physical address of proposed administrative offices (if different from above): To Be Determined

Number of campuses requested: 1

Physical Address of Each Proposed Campus: *Street address, city, state, zip, and county, OR, if the specific address(es) is unknown at this time, provide the county and general location of the proposed campus(es)*  
Dallas County, near Great Trinity Forest

Contact name: Jennifer Hoag

Contact role/title: President of Sustainable Education Solutions

Contact Phone: 469-554-6320 Contact Email: sustainableeducationsolutions@gmail.com

State maximum enrollment and check all grade levels to be served for each school year.

By Year 4, at least one grade in which the state assessments are administered must be offered.

### GRADE LEVELS SERVED

	Proposed Enrollment	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	228	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2:	384	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3:	540	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4:	738	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5:	894	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At Capacity:	1080	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**APPLICANT TEAM MEMBER INFORMATION**

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Jennifer Hoag	Interdisciplinary Team Lead, A+ Academy	Sponsoring Entity
Lisa Tatum	Senior Manager of Disaster Preparedness, Volunteer Center of North Texas	Sponsoring Entity
Dhriti Pandya	Senior Development Manager, Junior Achievement of Dallas, Inc.	Sponsoring Entity
Michael Hooten	Director of Project Management, Uplift Education	CEO

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?  Yes  No

*If yes, complete the table below, adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years?  Yes  No

*If yes, complete the table below, adding lines as needed.*

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-2016?  Yes  No

*If yes, complete the table below, adding lines as needed.*

Authorizer	# of Schools	City(s)	State

Do any of the following describe your organization, or the charter proposed in this application?

- Seeks approval for multiple campuses under a single charter.
- Already operates schools elsewhere in the US.
- Will contract or partner with a charter management organization (CMO). *If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.*

If yes, identify the CMO: \_\_\_\_\_

This CMO currently manages schools in Texas or elsewhere in the US.

If yes, list all applicable states: \_\_\_\_\_

**CERTIFICATION**

I certify that I have the authority to submit this application and that all information contained herein is complete, accurate, and original realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §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.

Jennifer Hoag \_\_\_\_\_

Trinity Environmental Academy

2/3/14

Name of CEO of Sponsoring Entity

Signature of CEO of Sponsoring Entity

Date

Jennifer Hoag

*Jennifer Hoag*

2/3/14

Name of Application Preparer

Signature of Application Preparer

Date

With what company is the application preparer associated? \_\_\_\_\_

Was preparer paid?  Yes  No

Nineteenth Generation Open-Enrollment Charter School RFA

## Application Response

**Nineteenth Generation**  
**Open-Enrollment Charter Request for Application**  
**APPLICATION RESPONSE TEMPLATE**

**Charter Overview**

The Charter Overview should provide a concise summary of the following:

- the proposed plan for the school, including core values/beliefs;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team’s capacity to successfully open and operate a high quality school given the above considerations.

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charters schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*
  - a. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
    - i. Prepare a cover letter (following the TEA sample) addressed to the board of trustees and superintendent of each school district and charter school within the designated geographic boundary, and copying each member of the legislature that represents the geographic area to be served by the proposed school as directed in TEC §12.1101. Enclose with that letter the Statement of Impact Form and your completed Charter Coversheet.
    - ii. The documents must be sent to districts, charter schools, and members of the Texas legislature in time to include signed certified return receipt card copies as part of the submitted application. If a school board trustee, district superintendent, or legislative office receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments.
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location,

including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.

5. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.
6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates provided by the TEA: Bilingual Education/ESL, Section 504, and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.
8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Imagine a classroom of inquiring scholars directing their own learning, discovering, questioning, debating, qualifying, and manipulating the ideas of the moment. The teacher plays as facilitator, ever so omnipresent, raising self-confidences – priming each team to draw the next connection, to take the next leap. The sounds are of busy bodies, movement, clarification, and verbal understandings. There's no time to waste as learning is of the essence. Chatter between scholars is encouraging and respectful; the mission is always at hand. The content is challenging, but intriguing. It's deep in concept, but seems achievable. No one is sitting because there's just no time to waste. It feels like the answer is right there – but it keeps them guessing! Finally, a breakthrough! Did someone else already uncover the truth? Were the last three weeks of local environmental field investigation, planning and community-based research; sourcing content from math, social studies, and science classes; spending evenings reading and exchanging ideas on media sites; and school days filled with exercise and practice all worth it!? This type of learning doesn't come easy, but it yields incredible results. We believe every scholar deserves a challenging project-based curriculum, a trusting and encouraging environment, and a well-developed and committed staff to take them beyond their academic dreams – to a place of authenticity, self-realization, and instilling the desire for life-long learning. To realize this vision, we propose Trinity Environmental Academy (TriEA).

### **Breaking It Down – TriEA’s Mission and Vision**

The mission of Trinity Environmental Academy is to provide an innovative environmental-based education to engage and empower scholars to become tomorrow’s global change agents. Explained simply, the mission is to use the environment as a lens in teaching standards-based content, using the community as a learning laboratory and engaging scholars to take ownership of their futures and leadership in the many communities they participate in.

Our vision then, is to develop impact oriented (*let’s make a difference*), outward focused (*thinking about my impact in every context*), and self-realized (*my thoughts and actions have value*) global citizens by engaging students in relevant, inquiry-based learning (*the highest yielding learning strategy*) focusing on sustainability (*learning contextually through an environmental lens*) and STEM education (*a crucial skill for young people today*). In establishing healthy spaces that nourish scholars mentally and physically, we are setting the stage for high academic achievement for every TriEA scholar.

### **Engaging the Community**

2. Sustainable Education Solutions (SES) has reached out to a wide variety of organizations and individuals that would support a school like TriEA. As the school’s sponsoring entity, SES has discussed the proposed mission and vision and partnership opportunities with like-minded, local environmental organizations including the Children in Nature Network, Sierra Club, North Texas Master Naturalists, the Trinity River Audubon Center, and Gardeners in Community Development, to name a few. We’ve also met with city councilmen in the areas surrounding The Great Trinity Forest, the proposed location for TriEA, in Districts 4, 5, 7 and 8 as well as the Mayor’s office to gauge city level interest and support. Conversations with local higher education institutions such as Paul Quinn College and the University of North Texas – Dallas have also been overwhelmingly positive.

In January of 2013, we hosted our first informational meeting on the east side of the forest, in Pleasant Grove, at a local community garden. Later we launched our website detailing the plans for our proposed school and making social networking connections. We have assessed demand by talking with other south Dallas charter schools with extensive waiting lists for K-12. Unfortunately, low performing schools in south Dallas are motivating parents to look for alternatives for their children.

### **Establishing Our Geographic Boundaries**

3. To fit our mission best, TriEA will be located in south Dallas nearest The Great Trinity Forest as we can find. Bounded by I-45 and I-175, south of I-30 and north of I-20, this area was selected because of the need for high quality charter schools and the advantage of using the untapped Trinity Forest as a learning laboratory. The Trinity River Corridor is vital to the realization of our environmental education mission and vision. This corridor represents a system of natural and man-made multipurpose trails for public use, river access, watershed, and floodway management studies as well as a unique ecosystem flourishing in an urban environment. There is just no classroom that can match the impact that outdoor, emergent learning can deliver. The mail receipts from our Statement of Impact Forms are in Attachment B.

### **The Educational Need and Anticipated Student Population**

4. The scholars who attend TriEA will be primarily low-income, At-Risk, and minority children. They are our target audience. They need this more than any demographic in Dallas. Many of our new scholars will be the first in their family to get a diploma or even attend college – and we are confident that this unique approach will ensure they become college and career ready. Of Dallas’

57 schools that were low performing, according to the Texas Education Agency in January 2014, thirty-seven of them “required improvement” or received the lowest possible rating. Of those thirty-seven, fourteen were schools in the areas of Pleasant Grove and Oak Cliff surrounding The Great Trinity Forest.

Environmental and community-based education has a documented history of improving student learning, translating into increased college and career opportunities. From a simple school garden to a wilderness area, outdoor education provides students and teachers opportunities beyond a basic appreciation for nature. These programs have been proven to help students of all abilities and backgrounds become more effective, high-achieving learners. The more environmental variables children are exposed to, the more inventiveness and creativity we observe. These skills allow scholars to tackle real world challenges more effectively. With the prevalence of underperforming schools in south Dallas and diverse student needs ranging from English language learners to gifted/talented students, the leaders of TriEA anticipate that this environmental learning model will allow all of these populations to benefit.

Our organizational leaders have anticipated challenges that the school might face as well as mitigating solutions to those risk factors. One such challenge is finding qualified teachers who truly share in the vision as passionately as the leaders of the school. Personal interviews with elementary teachers were conducted to identify and determine the relative importance of barriers to environmental, community-based education. Results indicated that although teachers had positive attitudes toward environmental education, most lacked the commitment to actually teach it. To overcome this challenge, leaders of TriEA will create specific interview tools that narrow candidates down to committed, knowledgeable, and passionate project-based environmental leaders. We will develop intentional training, schedules, and culture that define and respect the time commitment to plan effective lessons and provide proof that environmental education motivates scholars to learn.

Another anticipated challenge is the cost of training, labs materials, and equipment associated with developing an environmentally green school that will return the gains of academic achievement we’re outlining here. Our training will be planned in stages during the first years of operation and we will grow teachers as leaders while focusing on teacher retention and scholar matriculation. While few options exist for employing site modifications for farming, zero-scaping, and emergent forest inquiry-based learning – many other environmental options can be easily implemented in a standard school setting such as utilizing solar and wind power, rainwater and greywater harvesting, farm-to-school vertical produce sourcing, cultivating natural diverse school grounds, hydroponics and aquatic life systems, environmental stewardship, innovative recycling and composting programs, and developing healthy space environments.

South Dallas is the ideal location for TriEA for all the reasons mentioned previously. And the biggest reason – it is home to the largest urban hardwood bottomland forest in North America. It covers over 6,000 acres teeming with a rich variety of wildlife and diverse species of plant life straddling the Trinity River that, until recently, has gone unused and unrecognized. In 2008, the City of Dallas approved a management plan to give the public more access to this natural resource including hiking trails, protecting wildlife habitats and flood control plans. This management plan coincides with Dallas Mayor Mike Rawlings’ Grow South Initiative, an economic improvement strategy for the southern Dallas corridor that will build the foundation for sustainable growth. One of the mayor’s goals is “Strong Schools, Strong Communities” which aligns directly with our enthusiasm for bringing a new, innovative charter school into the area.



### **The Education Plan and School Design**

5. TriEA will be an open-enrollment charter school without specific enrollment priorities for its scholars. If you fill out the application before the deadline and there is no waitlist at that time – you’re in! If there is an oversubscribed number at the deadline, then a community-supervised lottery is held. At Trinity Environmental Academy, the educational program offered will incorporate an inquiry-driven, project-based learning curriculum using the local community and its environment to allow students to learn through experiences. These teaching methods were chosen specifically to support our mission and vision, thereby providing a rigorous academic program of high expectations that engages all our scholars.

TriEA scholars will be assessed through local, state and national measures to gauge their progress throughout the school year, developing longitudinal data as the scholars develop year-to-year. Data Driven Instruction is important on many levels. Our local assessments will include performance-based for our youngest K-1 and formative and unit tests for our 2-12 population. State assessments will include STAAR tests required by TEA in the appropriate grade levels. National measures will include the Northwest Evaluation Association’s Measures of Academic Progress (NWEA MAP) testing given twice a year. College and career readiness testing for secondary students will also be given for the ACT EXPLORE and PLAN, ACT, PSAT and SAT tests. DDI is fundamental to our strategy.

Our model has been constructed around the three pillars of green education as described by the U.S. Department of Education Green Ribbon Schools (ED-GRS) program: 1) reducing environmental impact and costs, including waste, water, energy use and alternative transportation; 2) improving the health and wellness of students and staff, covering environmental health and nutrition and fitness; and, finally, 3) providing effective sustainability education, requiring robust environmental education that engages STEM, civic skills and green career pathways.

Holding true to these principles, our version goes even further by 1) teaching content curriculum through an environmental lens using project-based learning (PBL) strategies where appropriate; 2) incorporating community-based learning to access emergent curriculum and create learning laboratories outside of school; and 3) a holistic learning approach focusing on the whole child while teaching through interdisciplinary methods for deeper content connections over traditional boundaries.

The goal of teaching through the environment stems from its relevant impact and breadth of content, it brings familiarity and context to the learning, and it will produce environmentally literate scholars – critical in our community and our world. Students who are environmentally literate possess the knowledge, intellectual skills, attitudes, experiences and motivation to make and act upon responsible environmental decisions well beyond their peers who don’t have the same experiences. They can analyze global, social, cultural, political, economic and environmental relationships and weigh multiple sides of environmental issues to make responsible decisions for themselves, their communities, and as citizens of the world. Environmental education facilitates these abilities in scholars through these essential tenets which inform our approach at TriEA. Environmental education develops an understanding of systems in our increasingly complex world, it magnifies the individual parts of a whole system and exposes how every interaction affects the whole. The last and most endearing benefit is interdependence; the idea that a human’s well-being is inextricably bound to the quality of their environment. We believe all scholars must deeply understand and communicate this as future leaders in our communities.

Moreover, the average child is now spending more than eight hours a day indoors using electronic media such as television, video games, or cell phones. As a result, children are more at risk for obesity, have an inability to concentrate, demonstrate more aggressive behavior and have reduced ability to relate to other children and adults, ultimately shortening their lifespan. These risk factors play a role in a student's academic achievement in school, so schools must take action to combat this "indoor child" phenomenon. For today's young scholars, environmental education is instrumental in combating this Nature Deficit Disorder.

We believe the strength of our program is involving the community through thoughtful design of community-based service-learning projects, also known as place-based education (PBE), where we immerse scholars in local heritage, cultures, landscapes, opportunities and authentic experiences. These themes serve as a foundation for the study of traditional language arts, mathematics, social studies, science and other subjects across the curriculum. Educators will be encouraged, through PBE, to utilize school grounds, community, public lands (such as The Great Trinity Forest) and other special places to turn the community into the classroom. This integration plays a critical role in environmental education because environmental issues reach across disciplines and are best understood through an interdisciplinary approach. PBE allows learners to develop knowledge and skills through direct experience in the real world. Critical thinking skills, including investigation, analysis and problem solving, are most effective through experiential learning opportunities that help develop lifelong learners and observers both in school and over a lifetime. Little can top this type of learning experience.

The last of our core tenets is creating an emphasis on holistic learning. We believe that focusing on the whole child, developing the character, self-control, and drive to excel is just as important as academic rigor in the classroom in creating a career and college ready young adult. Key to holistic learning is positive priming – the belief that all scholars should be afforded the opportunity to have a positive school experience. This holds throughout the day as staff, teachers, and leaders interact with scholars keeping the best intentions in mind for every action a child makes. This builds trust, creating a culture of open and honest interactions. It also helps nourish the idea that all scholars are safe at school, not only physically, but emotionally and academically. It promotes a belief that it's safe to be yourself and to ask freely when you need help. While the "freedom to be you" is innate in some scholars, it requires development and nurture in others. This type of self-realization will be reinforced in our advisory programs, alongside our character building, anti-bullying efforts, and path to college programs. This is how leaders are made.

### **The Evidence Proves it Works**

Teaching through the environment was chosen as a research-based instructional philosophy that allows students to experience the content they encounter. This approach, heavily supported nationwide, allows students to become connected to their surroundings by providing real-world applications to the curriculum. Our methods will not only incorporate the natural environment, but the built environment, its history, culture, and human concerns as a way to demonstrate how humans and natural environments shape one another. Environmental education stimulates interest in science, as State Education and Environmental Roundtable indicated in their 1997 and 2002 studies. In 2003, the National Science Foundation's Advisory Committee on Environmental Research and Education pointed out that "80% of all students decide before entering high school to opt out of advanced math and professional scientific pursuits" and points to environmental education as a way to engage more young scientists, particularly young women.

The Place Based Education Collaborative, in their study of more than 100 schools participating in PBE, found “place-based education helps students learn to take care of the world by understanding where they live.” Teaching specific content is only part of what should be happening in the classroom every day. The New Commission on the Skills of the American Workforce’s report “Growing to Greatness” suggests that a student’s day should focus on academic and cognitive development as well as the effective development of the child including social, personal, civic and career interests. The sum of a student’s academic achievement is determined by more than experiences that students have in the classroom. Educational experiences at home and in the community play a significant role in a scholar’s academic performance. With that in mind, instruction at TriEA will nurture the heart, body and spirit, as well as the mind.

### **Innovation and Program Effectiveness**

Scholars and their families in south Dallas need an innovative solution to falling academic results. TriEA seeks to lead by example, utilizing innovative educational techniques and serving as a model for best practices that other local public and charter schools can adopt. Starting in 2011, the U.S. Department of Education Green Ribbon Schools (ED-GRS) program has now defined and gives recognition awards to schools that are exemplary green school models. For the 2012 cohort of nominees, the State of Texas did not nominate any of its schools – while 40 other States did. As a part of our goal to lead by example, we will seek to gain recognition with the State of Texas and achieve a Green Ribbon School designation from the US Department of Education by the year 2020. If awarded as a Generation 19 Charter School, TriEA will be in its 5<sup>th</sup> year of operation during the 2019/20 school year. We believe this is achievable.

We are serious about reaching 21<sup>st</sup> Century educational goals, and this type of pedagogy must be at the center of 21<sup>st</sup> Century instruction. Projects allow scholars to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. This helps to motivate scholars who otherwise tend to lose focus at school. Our goals can be accomplished by focusing resources and energy in 1) creating a concise, clear mission and vision, supported and vetted by capable staff, teachers, and community leaders and establishing a collaborative, entrepreneurial environment; and 2) obtaining resources, adequate funding, appropriate facilities, and human capital to form a setting that fosters innovation. Thus far, the excitement and support is tangible.

6. The current Board of Directors of the sponsoring entity, Sustainable Education Solutions, are Jennifer Hoag, President; Lisa Tatum, Vice President; Megan Arredondo, Treasurer; Dhriti Pandya, Secretary; and Carolynne Chancellor. The Board Member Biographical Affidavits are provided as Attachment C.

7. The Assurance documents are provided as Attachment D.

8. The Eligibility documents are provided as Attachment E.

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## Section One - Educational Plan

### Program Overview

Explain the educational philosophy that guides the design of the school, and describe the curriculum program to be offered and how it aligns with the education program, including primary instructional methods and assessment strategies. Describe any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Everything is systematically connected to the environment. Humans have a direct environmental impact in ways that we still don't fully comprehend, but we know preserving and appreciating our natural resources is a national and global priority. As stated by Dr. Gerald Lieberman, author of Education and the Environment, "The challenges faced by human civilization and the natural environment are deeply interwoven. And this complexity provides a myriad of opportunities for student learning." What young learners deserve is a strategically planned opportunity to experience the environment as a part of their public education. Keeping scholars indoors all day, escorting them from room to room for more of the same direct "teach and listen" lessons, most of which miss the chance to be interdisciplinary and holistic, isn't effective or encouraging 21<sup>st</sup> century skill development. If we treat the environment as an opportunity for human understanding and inspiration, rather than something we run from or develop our surroundings to avoid, it can be liberating and academically impactful when presented in the right contexts. This is particularly true for our scholars in lower socioeconomic areas who never have the opportunity to engage with their environment and community in ways their more affluent peers can. The beauty is that, right here in Dallas in their own neighborhood, we have an environmental marvel called The Great Trinity Forest whose benefits and prospects are just being realized by its citizens.

Creating a curriculum framework to support this type of mission is no easy task, but fortunately the drive towards this type of educational program is growing around the country giving models of excellence in which to collaborate. In particular, California and Pennsylvania now have environmental standards-based curriculum guidelines to support schools. In a recently published book by Dr. Lieberman, mentioned above, organizations like State Education and Environmental Roundtable (SEER) are supporting schools around the country to develop curriculum in support of their environmental-focused missions. In another recent book published by a professor at UCLA, Mike Rose, called Why School? Reclaiming Education for All of Us, he believes that educational reform is not yielding the desired results and that we need to be talking about educational reinvention; taking less traditional paths of teaching and focusing scholars on developing real-world skills rather than on more simple methods of sit and receive. If we can deliver the content with more context and relevance, we are more likely to authentically engage scholars. The environmental lens can be narrowed and presented through concepts like environmental and human systems, health and social understandings, community and service learning, and conservation and responsibility, where teachers plan and teach state standards through these lenses. Other well-developed programs, like International Baccalaureate, have similar frameworks and have delivered measurable success with it.

While we intend to align our educational program to meet the goals of NCLB and believe in the benefits of formative testing methods, we prefer to subscribe to NCLI (No Child Left Inside) using authentic assessment methods through purposely designed PBLs delivered using a lens of the environment when appropriate. We hope you'll agree the need exists and an approach of teaching through an environmental lens is innovative and worthy of the scholars in South Dallas.

## Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Texas Essential Knowledge and Skills (TEKS) standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Give an overview of the planned curricula, addressing alignment with the TEKS. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
  - a. Provide, as **Attachment E.1**, a sample course scope and sequence for one subject for each grade configuration (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with the TEKS.

OR

- b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.
3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

At Trinity Environmental Academy, instruction will be designed around an environmentally based model that combines traditional core disciplines. The curriculum will incorporate inquiry driven projects using the local community to facilitate experiential learning. Scholars will engage in projects across disciplines that allow them to see real world connections between content areas. This project-based approach sets TriEA apart from other schools by connecting students to problems in their own communities, provoking critical thinking and problem-solving skills; all essential for 21<sup>st</sup> century learners. In all grade levels, the Texas Essential Knowledge and Skills (TEKS) will serve as the foundation for these projects that draw on community resources and motivate scholar enthusiasm through student-driven questions and ideas as a part of the PBL process. Teachers will utilize training in interdisciplinary and project-based instruction to collaboratively design lessons to ensure students master or exceed grade level standards and successfully pass the State of Texas Assessment of Academic Readiness (STAAR) tests.

1. The learning environment at TriEA will be classroom based in grades K-12 with frequent, purposeful access to outdoor learning areas. In the first year of primary, we intend to focus on a hybrid Forest Kindergarten model, distinguished through interest-led learning, emergent curriculum, community focus, inquiry-based teaching style, all coupled with authentic outdoor play. Young scholars will spend several hours a day outside with intentional, yet progressive goals depending on the inquiry and interest of the scholar. Class time will be structured but flexible with logical groupings of math instruction backed up to science instruction or English/Language Arts with social studies allowing for easy collaboration between disciplines.

Various studies suggest the quality of the teacher in the classroom, not the size of the class, is the largest contributing factor in student success. With that in mind, Trinity Environmental Academy will set the teacher-to-student ratios as follows: PreK4 (14:1)(proposed in Y3), K-5 (24:1), and Grades 6-12 (28:1). Our belief is that hiring quality teachers and providing them proper training and resources with which to teach our scholars will be the best investment of our financial resources.

2. Curriculum development will take place in stages, as the school grows, starting with K-1 and

6th grade. School leaders, with assistance from teachers and curriculum development specialists, will design a curriculum and scope and sequence framework unique to TriEA. The Texas Essential Knowledge and Skills (TEKS) will be bundled across disciplines, within grade levels to correlate with environmental themes that logically support one another. The curriculum and scope and sequence will be a living document that is refined and revised from year to year based on teacher and student experiences and available resources.

TriEA may utilize resources from various organizations to develop a comprehensive educational program. One such organization, the State Education and Environmental Round Table (SEER), has developed a nationwide Environment as an Integrating Context (EIC) Model as way to connect best practices in education to the local natural and community surroundings as a context for learning. The EIC Model is a research based program with three primary goals: helping students achieve success with academic content standards; developing their understanding of interactions between natural and human social systems; and preparing them to be active members of a civil society with the skills they need to identify and resolve environmental and other community issues. These goals align very closely with the mission and vision of TriEA and will help support the development of a rigorous environmental program for our K-12 students. As previously discussed in Part 5 of the Overview, there is tremendous evidence that curricula developed based on environmental education improve academic achievement in scholars.

2b. Our curriculum development plan is included as Attachment E.1.

3. Educators at Trinity Environmental Academy will use instructional strategies designed specifically to enhance the academic achievement of our scholars. These strategies will be grounded in experiential, constructivist theory and lead to increased engagement and motivation for all scholars, even those who are struggling. These methods include environmental based education, project-based learning, service and community based learning, data-driven instruction, and technology-rich environments. Though challenging to implement compared to a traditional curriculum, utilizing these strategies will increase attendance rates and result in fewer classroom discipline issues because scholars are excited to come to school and authentically engaged.

### **Environmental Education at TriEA**

Environmental-based education (EBE) will be the primary lens through which all curricula is developed at Trinity Environmental Academy. There are a myriad of benefits of EBE that increase student engagement and ultimately, student achievement. Since we all live in and depend on the environment, scholars are directly utilizing its components, processes and interactions to learn about the connections between natural systems and human social systems. In primary grades, scholars will engage in environmentally designed projects and lessons in all subjects that focus on the local environmental context. For example, a teacher may design lessons that incorporate reading and writing standards to answer the guiding question, “How do student and staff activities affect the soil on our campus?” Scholars brainstorm ideas, read about the causes of erosion and observe erosion on campus. They might then listen to methods of erosion prevention from a soil professor at the local community college, the campus maintenance department, and a member of a local nursery’s gardening team. The scholars can demonstrate their reading and writing skills by creating an informative book or erosion prevention posters.

As scholars’ environmental literacy increases, projects will be interdisciplinary in grades 6-8 and incorporate engineering courses as an application and extension of their learning. Middle school scholars may observe the school grounds and nearby natural areas, neighborhoods and the

larger community to complete service-learning projects focused on an environmental concern or issue they observe. High school scholars will continue looking at secondary content through an environmental lens in their humanities, science and physical education courses, while also looking more broadly at global issues and how they may relate or be similar to local environmental ideas. For instance, scholars may explore the impacts of industrialization and how natural resources, entrepreneurship, labor and capital are connected in an industrialized economy.

Differentiated instruction is easily accomplished through the environmental education curriculum. Teachers will access prior knowledge before projects or lessons begin, design cooperative learning activities, include nonlinguistic representations, and imbed various levels of reading and writing activities as just a few of the differentiated strategies imbedded in their lessons.

### **Project Based Learning at TriEA**

Scholars will engage in the Project Based Learning (PBL) model of inquiry at Trinity Environmental Academy. PBL is a student-centered approach that combines significant content with explicit teaching of 21<sup>st</sup> Century Skills through rigorous projects that are thoughtfully planned, managed and assessed. Through PBLs, students gain a deeper understanding of content as well as developing lifelong learning habits, increased motivation, and critical workforce skills for the future. This model allows for tremendous variation in project topics that can address community issues, careers and countless opportunities to interact with the world outside of the traditional classroom setting.

In order to develop a strong PBL model, teachers will be trained in how to properly design, manage and assess projects in their classrooms. Teachers will collaboratively develop the PBL curriculum using projects that vary in length from several days to entire semesters. Teachers may use existing environmental curriculum such as Project Learning Tree, Project Wild, Project Aquatic, WET in the City and other TEKS aligned resources to design powerful standards based projects that may incorporate multiple disciplines. Differentiation through projects is purposeful and achieved through various entry points, deliverables and products for all levels of ability and scholar interest.

### **Service and Community Based Learning at TriEA**

Service learning is a way to connect school or place based projects to academic skills and content found in the TEKS. Scholars will make lasting connections to the local community through the IPARD framework, developed by the National Youth Leadership Council; learning takes students through the process to first *Investigate* community need, *Plan and prepare* a service project to address a need, take *Action* using their plan, *Reflect* along the way and *Demonstrate* their learning and community impact to stakeholders. This action-oriented style of learning will maintain five key characteristics: scholar voice and choice, authentic community partnership, reflective practices, quality time and TEKS alignment. For example, a secondary service-learning project may evaluate local soils and make reports to location home and business owners to promote the health and sustainability of the local watershed. These service-learning projects can be developed in coordination with community stakeholders such as the Dallas Parks and Recreation Department, Gardeners in Communities – Our Savior Community Garden or Paul Quinn College as part of new or ongoing initiatives.

Incorporating the community into the service-learning projects, or PBE, immerses students in local heritage, cultures, landscapes, opportunities and experiences. These themes serve as a foundation for the study of traditional language arts, mathematics, social studies, science and

other subjects across the curriculum. Educators are encouraged, through PBE, to utilize the school grounds, community, public lands such as The Great Trinity Forest and other special places that essentially turn the community into the classroom. TriEA administrators will support educators to develop a PBE program that embodies the following characteristics: learning outside of the classroom, projects with impact, integration into classroom lessons, applying knowledge to solve real problems, student led, emphasis of the community ecosystem and scholar's place in it.

Teacher mediated and student initiated projects can be tailored to meet the specific needs of students with and without learning disabilities. There are opportunities for students to tackle different tasks, reach different goals, address different skills and pursue the community needs that they are passionate about. Teachers are able to collaborate and co-teach through these projects to accomplish common goals.

### **Data Driven Instruction**

At Trinity Environmental Academy, data will drive instructional practices based on long-term student achievement goals. Data analysis will take place in all grade levels, from the careful planning that takes place before the scholars enter the classroom, to the management process that occurs during instruction as well as the revision process that occurs after learning and reflection takes place. For instance, teachers may track student progress by examining student performance on formative assessments such as a Do Now and exit slips. Using that data, review stations can be created to strategically place students in groups where they need the most work and design tutoring to meet the specific needs of the students. Students will be brought into the process through student-friendly reflection templates that engage them in analysis of their own assessment data.

Teachers have the most direct access and impact on students and their performance so it is imperative that they have a central role in data analysis. TriEA teachers will focus on one key question: "Are my students learning?" The traditional focus will be shifted from what is taught to what students actually learned. Four key principles, established by Paul Bambrick-Santoyo, the managing director of a network of high achieving charter schools in New Jersey, Uncommon Schools, will establish our framework for using data to drive instruction. The fundamental building blocks of our data-driven instruction plan include:

- Assessment: Rigorous interim, campus based assessments will be developed as discussed in Part C of the Education Plan, among other assessments that will provide meaningful data.
- Analysis: Strengths and weaknesses in the instructional plan will be examined to identify the causes.
- Action: Effective instruction on what students need to learn most.
- Culture: Administrators, teachers and students will work together to create and maintain a culture that supports data driven instruction.

Teachers will keep long-term end goals for student achievement in mind, and look to locally developed interim assessments, to plan instruction for their upcoming project or unit. Through various types of formative assessments, teachers can make mid-term course corrections and plan for workshop opportunities where students' learning can be differentiated to best fit the needs of each student. Armed with this data, school wide practices can be enacted that empowers teachers to appropriately respond to their students' needs. Both students and teachers will achieve these processes through purposeful use of technology in and out of the classroom.

### **Technology-Rich Instruction**



Scholars at TriEA will be a digitally native generation. In order to produce graduates that are competitive in the 21<sup>st</sup> century economy students must experience deliberate immersion in a rich technological environment that keeps pace with changing technology trends. Currently, this means computers in the classrooms with high-speed wireless internet activity, interactive white boards and smartphone integration, tablets and digital cameras as well as software and/or apps to support learning. Scholars at TriEA will recognize that learning can happen anywhere and that technology can break down the barriers of traditional school walls to extend learning beyond the school day and into innovative locations – even into the forest. Technology also gives educators at TriEA the ability to differentiate and tailor their instruction to the needs of the students and analyze student achievement data in real time.

### Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must address the TEKS.

1. Clearly state how the TEKS will be incorporated into classroom instruction and assessment.
2. If you plan to adopt or develop additional academic standards beyond the TEKS, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the TEKS.
3. Explain the policies and criteria for promoting students from one grade to the next. If mid-year opportunities for grade advancement will be available, explain and provide the rationale for this option. Discuss how and when promotion and graduation requirements will be communicated to parents and students.
4. Provide, in **Attachment E.2** the school’s promotion requirements for students to the next grade and/or graduation requirements, as applicable. The promotion/graduation requirements should clearly set forth what students in the last grade served will know and be able to do, if in addition to TEKS.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Trinity Environmental Academy teachers will imbed the TEKS into their lessons through the Understanding by Design (UbD) framework, developed by Jay McTighe and Grant Williams. This framework is based on two main ideas with regards to curriculum, instruction, and assessment: focus on teaching and assessing for understanding and learning transfer; design curriculum backward from that end. The TEKS will serve as the foundation on which the locally developed scope and sequence, curriculum, and lessons are designed at TriEA. The TEKS, research based instructional best practices and the mission and vision of TriEA will be specifically incorporated through thoughtful design of interdisciplinary, project-based lessons that are created by teachers with support from school administrators as described in the curriculum development plan (Attachment E.1).

For instance, primary scholars may participate in a project adapted from the Schoolyard Habitat Project, developed by the Pacific Education Institute, National Environmental Education Foundation and Buck Institute for Education. This project proposes that students have an opportunity to positively impact their local environment through a challenge to improve the habitats of wildlife on their school’s campus, a type of service-learning. Scholars will research, design and implement their plans to enhance or create habitat features in their local environment based on a problem statement that they articulate with supporting evidence based on their observations. This scholar led project focuses on key themes in life science TEKS in elementary grades and incorporates English Language Arts as demonstrated in excerpts of the project plan

below:

**Activity 1: Entry Event – Habitat scavenger hunt**

Lesson Objectives:

- Recall and define the basic components of habitat.
- Determine if features necessary for various wildlife to survive are present on school campus including food, water, shelter and space.
- Determine if features are in proximity for wildlife to use easily and safely.

TEKS: Grade 5 Science – Organisms and the Environment

5.9A	<i>Organisms and environments. The scholar knows that there are relationships, systems, and cycles within environments. The scholar is expected to:</i>	Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements.
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TEKS: Grade 5 ELA -

5.27A	<i>Listening and Speaking/Listening. Scholars use comprehension skills to listen attentively to others in formal and informal settings. Scholars continue to apply earlier standards with greater complexity. Scholars are expected to:</i>	Listen to and interpret a speaker’s message (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose or perspective.
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5.29A	<i>Listening and Speaking/Teamwork. Scholars work productively with others in teams. Scholars continue to apply earlier standards with greater complexity. Scholars are expected to:</i>	Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
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**Activity 6: Site Descriptions and Flap Poem**

Lesson Objectives:

- Scholars find “sit spot” and record descriptive observations of their surroundings
- Create and illustrate flap poem using recorded observations
- Complete Site Description form for designated portion of campus
- Summarize and analyze findings by creating maps, charts or graphs

TEKS: Grade 5 Science

5.9A	<i>Organisms and environments. The scholar knows that there are relationships, systems, and cycles within environments. The scholar is expected to:</i>	Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements.
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TEKS: Grade 5 ELA

5.16B	<i>Writing/Literary Texts. Scholars write literary text to express their ideas and feelings about real or imagined people, events, and ideas. Scholars are expected to:</i>	Write poems using: i) poetic techniques (e.g., alliteration, onomatopoeia) ii) figurative language (e.g., similes, metaphors)
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		iii) graphic elements (e.g., capital letters, line length)
<b>Activity 8: Research problem to be solved</b>		
Lesson Objectives:		
<ul style="list-style-type: none"> <li>• Add to Need to Know List (N2K) for specific Problem Statement</li> <li>• Gather information about key topics identified for N2K List</li> <li>• Groups report findings on sentence strips to class; group and rearrange as needed</li> </ul>		
TEKS: Grade 5 ELA		
5.23A	<i>Research/ Research Plan. Scholars ask open-ended questions and develop a plan for answering them. Scholars are expected to:</i>	Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.
5.24A	<i>Research/Gathering Sources. Scholars determine, locate, and explore the full range of relevant sources addressing a research questions and systematically record the information they gather. Scholars are expected to:</i>	Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.
<b>Activity 19: Scholars showcase their work</b>		
Lesson Objectives:		
<ul style="list-style-type: none"> <li>• Scholars design a presentation to share their project results with the community</li> <li>• Students practice and refine their presentations</li> <li>• Incorporate a tour of the schoolyard habitat to highlight improvements</li> </ul>		
TEKS: Grade 5 ELA		
5.26 A-D	<i>Research/Organizing and Presenting Ideas. Scholars organize and present their ideas and information according to the purpose of the research and their audience. Scholars are expected to synthesize the research into a written or an oral presentation that:</i>	(A) compiles important information from multiple sources; (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions; (C) presents the findings in a consistent format; and (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).
5.27 A	<i>Listening and Speaking/Listening. Scholars use comprehension skills to listen attentively to others in formal and informal settings. Scholars continue to apply earlier standards with greater complexity. Scholars are expected to:</i>	(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or

Formative assessments are embedded in the project calendar and take various forms that allow the scholars to demonstrate their learning. The culminating event is a presentation by the scholars to a public audience that allows the scholars to demonstrate their learning through a creative digital medium such as Prezi or Glogster. This is one example of how project-based learning and service-learning can be used to incorporate the TEKS into instruction and assessment.

2. If awarded the charter, TriEA leaders may propose the adoption of the North America Association for Environmental Education’s Excellence in Environmental Education – Guidelines for Learning (K-12). These guidelines set forth expectations for performance and achievement in fourth, eighth and twelfth grades; suggest a framework for comprehensive environmental education curricula and outlines ways that standards such as the TEKS can be used to synthesize information across disciplines through environmental education. Adoption of these guidelines will serve as a benchmark for our scholar’s progress toward goals of environmental literacy and strong 21<sup>st</sup> century skills. Adoption will occur during the curriculum development process described in Attachment E.1.

As an example, in fourth grade, the standards focus on the scholar’s local environment. Strand 1 is Questioning, Analysis and Interpretation Skills. The guidelines for Part A – Questioning, include:

- Learners are able to develop questions that help them learn about the environment and do simple investigations.
- Identify questions they are likely to be able to answer by combining their own observations and investigations of the environment with existing information.
- Pose questions based on experiences in their own community and local environment as well as from other sources, such as journalistic reports about the environment.
- Generate ideas and questions about objects, organisms, events, places, and relationships in the environment.

A model service-learning project suggested by the guidelines is the Oil Spill Clean-Up Contest that asks scholars to investigate methods of cleaning oil from water after finding a puddle on campus contaminated with oil from a nearby auto lubrication service. Scholars work independently and in groups to research solutions to the problem and propose solutions. Their final assessment products were student-led books for third grade students, illustrated essays and computer generated presentations. These standards call on scholars to tie their direct experience, observations and skills to their local environment and exceed the expectations of the TEKS.

3. Referring to Attachment E.2 – TriEA Promotion and Graduation Requirements, scholars are promoted from one grade to the next by passing all of their TEKS align coursework in a given class and passing any specific grade level state exam – STAAR or STAAR EOC. If a scholar fails two core classes, a combination of core and state exam, or any combination of three or more classes, a Grade Placement Committee will collectively make the decision for each child and promote or retain. Beginning with high school credits, these are earned a semester at a time by passing with a minimum of a 70. Mid-Year graduation is possible for scholars in Grades K-6 when academic and social data suggest it would be appropriate for the scholar. The GPC will collectively make that decision using a variety of tools. This gives any gifted scholar the opportunity to be placed in an academically challenging environment. Promotion and academic

requirements will be made available via the Scholar Handbook at the beginning of the year, posted on the school website and made available in copy to anyone that requests it.

4. The proposed promotion requirements are provided in Attachment E.2.

### Student Performance Assessment

1. Describe the process to be used to determine baseline achievement levels of students and methods of measurement to be used.
2. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and the TEKS.
3. Explain the plan to measure and evaluate academic progress – of individual students, student cohorts, and the school or campuses as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain the plan to collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. To determine the baseline achievement levels for our scholars, TriEA will assess students using the nationally normed NWEA MAP assessments at the beginning of the year. We will also analyze results from state STAAR assessments from the previous year. For example, in our first year, incoming 6<sup>th</sup> grade scholars will be administered the MAP test and teachers and administrators will also look to the scholar's 5<sup>th</sup> grade STAAR scores to determine baseline achievement levels. MAP tests are scored using a RIT scale that does not place students at a particular grade level; it breaks down the student's level of understanding around specific concepts. From there, students' needs and proficiency levels can be determined enabling teachers to help each student meet their academic goals.

2. TriEA teachers will administer locally developed Common Interim Assessments (CIA) twice a year that are aligned to the TEKS and College and Career Readiness Standards. As part of our curriculum development process, described Attachment E.1, the CIA will be developed in alignment with our community and project-based curriculum that is taught through an environmental lens and TriEA leaders may reach out to other project-based, established schools for resources in developing these assessments. These assessments will be designed to meet or exceed the performance goals of the end goal test: for grades K-8, the STAAR test and for grades 9-12, the STAAR EOC and SAT/ACT/AP exams. These assessments will serve as the road map for the development of our unit and lesson planning processes.

3. At TriEA, academic progress will be measured using a variety of data sources, both formative and summative. On a daily basis, teachers will use formative checks for understanding to ensure that each student understands the concepts being taught. At the end of each instructional unit, teachers will administer regular, locally developed unit tests over content taught in alignment with the scope and sequence. After the tests are administered and graded, teachers will participate in professional learning communities (PLCs) to conduct question-level analysis of the data that is organized on a digital template. This template can be manipulated to look at individual students, cohorts, or across grade levels. Using TriEA's Assessment Analysis & Action Planning template, teachers will quickly work together to determine content to be retaught, appropriate interventions, and targeted review that will be spiraled into future lessons and a six-week instructional plan of when that will review will occur. Teachers will share these plans with school leaders that review them and ensure they meet pre-established expectations.

Analysis meetings, conducted by the school leader, will provide a venue for well-informed suggestions about the data being examined.

This same process will occur for analysis of CIA assessments administered twice during the year. Every effort will be made to improve academic achievement prior to the end of year assessments, but even those assessments will undergo the same rigorous analysis by teachers and administrators to plan for potential summer school interventions or re-teaching that must occur prior to advancement to the next grade level. Several positions will be involved in the collection and analysis of assessment data, including teachers, Special Populations Coordinator and the Chief Academic Officer in Year 1. In year 2 and beyond, the Dean of Instruction, Literacy Coach and STEM Coach will also play a role in collection and analysis of assessment data.

TriEA has made a commitment to develop a process for systemic renewal to take place K-12 as well as at the administrative level through review processes and accountability to goals and measures. While systemic renewal is typically thought of as a process for whole-school reform, particularly those that are struggling with poor academic achievement; as a new school this practice will provide a process for evaluating measureable goals and objectives related to our practices, policies and organizational structure as it impacts the daily lives of our scholars and their diverse needs. Prior to opening the doors of TriEA, a framework or model will be adopted to guide this ongoing process, such as the Texas Charter School Association's Quality Framework<sup>1</sup> which focuses on academic, as well as operational program evaluation since the two are rarely in isolation of one another. The model or framework used will evaluate a variety of types and sources of data including both qualitative and quantitative sources.

Information necessary for parents, scholars and teachers to make decisions and plans will be readily available through (likely proprietary or through a service provider) online Digital Development Dashboard (3D) and Community Digital Development Dashboard (C3D). Part database, part planning tool – the dashboard will allow for easy access to information that those invested in a scholars' education can utilize. For instance through 3D, scholars can access teacher's emails and websites through the dashboard. Teachers can email parents about student recognition and concerns. Parents can check mastery of content and grades for their scholars in real time. As scholars prepare for high school graduation, career interest and college planning can be mapped and updated regularly. The community will also benefit from real time access to data about the school's progress through the C3D. The C3D will detail current school partners and supporters as well as opportunities for involvement in school activities. The Dashboard will serve as our public accountability portal where assessment data, reports, required postings, program evaluations and other accountability and postings will be available.

### Pre K Transition (Prekindergarten Only)

1. Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition plan from kindergarten.
2. Explain how students will be monitored and progress assessed.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. In the first year of primary, we will focus on a hybrid Forest Kindergarten model, distinguished through interest-led learning, emergent curriculum, community-based focus, inquiry-based teaching style, all coupled with authentic outdoor play. These young scholars will spend several hours a day outside with intentional, yet progressive goals depending on the

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<sup>1</sup> The Quality Framework is a research-based continuous improvement tool and process designed by charter leaders to help public charter schools assess quality and improve academic, financial, and operational effectiveness

inquiry and interest of the scholars. The length of school day will be the same as their primary peers in an extended day format. This provides additional time to discover and grow interest in the outdoors as well as focus on specific educational balanced-literacy/social needs in a traditional indoor classroom. At TriEA we recognize the substantial impact of early childhood intervention and literacy development before kindergarten and plan on managing full-time Forest pre-Kindergarten model classes as we grow in Year 3. In the interim, we will support surrounding community efforts to create a cohesive education for scholars as they transition from home to school environments.

In our Pre-Kindergarten without ceilings or walls, scholars will encounter a wide variety of opportunities for learning that will prepare them to enter kindergarten or to transition into first grade. These strategies, facilitated by teachers, include: purposeful play in a living environment, creative problem solving, investigations, experimentation and inventiveness, observational skills, learning to respect, care and preserve the environment, kinesthetic, hands-on learning and decision making skills. Teachers will establish routines to facilitate learning experiences that involve the scholars in getting ready to go to the forest, safety games, walking to and from the outdoors, snack time, and reflection time.

2. The type of learning experienced in the Forest Kindergarten model is dynamic by nature and assessed through a continuum of increasing independence based on the standards outlined in the TEKS. Each developmental discipline such as English/Language arts and reading, math, science and social studies is broken down based on the TEKS for that unit and rated by the teacher as an emerging (with direct support), developing (with guided support), applying (with minimal support) to extended (without support). Teachers are trained in observing and providing the appropriate amount of support to each scholar based on their needs and the pre-established learning goals. Our youngest scholars will also participate in performance based, achievement assessments twice a year to gauge their progress over an extended period of time toward performance goals in core subject areas.

### High School Graduation Requirements (High School Only)

High schools will be expected to meet the Foundation High School Program as outlined in TEC §28.025.

1. Describe how the school will meet Texas graduation standards. Explain how students will earn credit hours, how grade-point averages will be calculated, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. As a minimum, TriEA will graduate scholars meeting the Foundation High School Program (FHSP) as outlined in Texas Education Code (TEC) §28.025. The option for graduating with a FHSP will be on a case-by-case basis determined by an Admission, Review and Dismissal (ARD) committee or a decision by the grade placement committee (GPC) if no ARD exists for a particular scholar. The ultimate goal is for all scholars to be prepared for the rigors of college by earning a Distinguished Achievement High School Program (DAHSP) diploma. The only graduation requirements TriEA will have that exceeds state standards is meeting the goal of accumulated high school service-learning/community service of 100 hours.

Scholars will only receive credit for a course once all the TEKS outlined for that course have

been taught and mastery has been successfully demonstrated. Scholars will demonstrate mastery when they receive a 70% or higher in any course for which all TEKS outlined for that course have been covered. Receiving a 0-69% is equivalent to an F, 70-79% is a C, 80-89% is B, and 90-100% is an A. Beyond receiving a grade for each course, grades will be cumulative and reported using an un-weighted (regular coursework based on a 4.0 scale) and weighted (advanced coursework rated on a 5.0 scale) Grade Point Average (GPA). On a 4.0 scale, a 4.0 is a 93% or higher as an example. A scholar's GPA will be calculated based on regular or advanced coursework successfully completed, divided by the number of courses they've taken over their high school career. Weighted courses like Advanced Placement will at a 1.0 to the grade earned while Dual Credit or Pre-AP will at 0.5. High school credit courses offered in middle school (Algebra I, Spanish I, IPC as examples) or Pass/Fail courses will not count towards a scholar's GPA.

High school elective courses offered at TriEA include, but are not all-inclusive or limited to: Art I, Art II, Art II Pre-AP, AP Studio Art; Music I, Music II; Journalism; World Health Research, CTE strand courses in Environmental Technologies, Agriculture Science, and/or Biotechnology pending HB 5 rulings; Literary Genres, Creative Writing, Scientific and Research Writing, Practical Writing; Research Methods in the Humanities, Language AP, Literature AP; Spanish IV AP, Spanish V AP; Calculus AB AP, Statistics AP; Environmental Science AP; World Geography AP, World History AP, US History AP, US Gov't AP, Macroeconomics AP.

2. At Trinity Environmental Academy, we believe that the skills and competencies needed to do college level work are the same that are needed to be successful in the workforce. With that in mind, TriEA leaders have developed a curricular program that, from its foundation, is designed to support college and career readiness. Teaching through the lens of the environment promotes the knowledge and skills scholars need to succeed as previously discussed in Part B of the Education Plan including critical thinking and problem solving skills, using higher order thinking skills and social awareness and consciousness. In addition, TriEA will incorporate several instructional strategies to specifically target college and career readiness.

### **Offer college level work in high school classes**

TriEA will collaborate with Paul Quinn College, the University of North Texas – Dallas and/or Dallas County Community College District to provide opportunities for dual credit for high school scholars. Advanced Placement courses will also be offered in core and fine arts courses as well. TriEA will partner with local colleges and universities such as to set up mentoring and tutoring opportunities with college students and summer experiences such as camps or workshops with college professors, among others. By offering more rigorous courses in high school, scholars will gain exposure to the level of work expected in college courses with the possibility of earning college credit. This head start will give our scholars the confidence they need to succeed in college or the workforce, particularly for those first generation college students.

### **Establishing a college and career ready culture**

There are many facets involved with a college-going culture. TriEA will have a flexible schedule, particularly in high school, which allows scholars time to visit with counselors, mentors, advisors, participate in internships, and meet with teachers as needed to prepare them for the flexibility and personal management skills that a college and workplace environment demands. Attendance rates will be closely monitored because scholars that are not in school are



not able to gain the knowledge and skills necessary to be ready for college and career opportunities. Scholars will also benefit from community support and involvement, across the curriculum, but also as it relates to career and college opportunities such as college field trips and fairs.

Family involvement will be especially important as scholars plan for career and college opportunities, particularly for our first generation college students and those that are in the BE/ESL programs. In primary and middle grades, family support plays a role in emphasizing the importance of education and lifelong learning to the scholar. In middle grades, scholars will take career interest inventories to help guide them as they make selections for high school courses. In high school, the school counselor will coordinate meetings with parents, focusing on 9<sup>th</sup> grade, to communicate course requirements for high school graduation and the courses necessary to enroll in college. High school teachers will communicate to parents and scholars the expected learning goals for those high school courses and indicate which goals will be important for college placement testing such as the ACT, SAT and TSI Assessment. College information nights will walk families through the process of applying to colleges and financial aid to break down what can be an overwhelming process into manageable bits of information. As Juniors and Seniors make the transition from high school to college and/or career, a mentor will help motivate and guide them through the process. This mentor may be a teacher, community or family member that the scholar trusts and is informed about the career or college choice they will make.

#### **Daily advising time built into the schedule**

Advisory time at TriEA will give scholars an opportunity to focus on soft skills associated with college and career readiness and success. Advisors will take scholars through a college and career readiness curriculum in grades 6-12 that teachers have developed with the support of administrators. Middle scholars' will focus on identifying strengths and weaknesses to help them uncover their career interests during advisory time. As they explore these interests, scholars will learn about the expectations for this possible career opportunity and strengthen soft skills such as time management and interpersonal skills.

After spending time envisioning their futures in middle school, high school scholars will take steps toward realizing their dreams. High school scholars' advisory time will be flexible, allowing students to move through the college and career readiness curriculum at a guided pace emphasizing areas that are more specific to their desired path. Scholars will have time to meet with teachers, collaborate with classmates on a project, visit the counselor, apply for scholarships online or satisfy other needs. Much like that of a college environment, scholars are given a little autonomy in high school as well as greater responsibility to manage their time based on the proposed schedule TriEA is developing for high school based on a 4x4 accelerated block model.

#### **Higher education test preparation embedded in existing courses**

Scholars at TriEA will be prepared for college entrance exams including the SAT, ACT and Texas Success Initiative (TSI). Completion of the TSI is required for acceptance into dual credit programs and passing scores in math, reading and writing are required for certain courses. High scores on the ACT and/or SAT tests will enable the scholars to apply to competitive four-year colleges and universities if they seek that path. Preparation for these tests will be embedded in the curriculum of the middle and high school core courses. The counselor, who will also assist the students in the registration process, will distribute information about enrichment opportunities, such as review information and courses.

### **Summer enrichment opportunities**

TriEA's partnerships with local colleges and universities, businesses, and community organizations will enable and encourage students to participate in summer enrichment opportunities. Scholars will engage in volunteerism, internships, and camps such as DCCCD's TRIO programs or Paul Quinn College's Summer Bridge Program.

3. Trinity Environmental Academy will use the most effective systems and structures to ensure that its scholars meet state graduation requirements, including those with disabilities, learning differences and those requiring BE/ESL services. These strategies are effective for K-12, but particularly to help kids that may be at-risk of dropping out, which is part of our anticipated population. TriEA will adopt the National Dropout Prevention Center's (NDPC) fifteen strategies to help prevent school dropouts, developed by Dr. Jay Smink<sup>2</sup> at Clemson University and endorsed by the U.S. Department of Education and the National Education Goals Panel. These strategies include four broad clusters that have been demonstrated nationwide and at all education levels including: Basic Core Strategies, Make the Most of Instruction, Early Interventions, and School/Community Perspective. High performing schools are familiar with these common sense practices and utilize them, not merely to prevent students from dropping out, but to increase student achievement as well. TriEA will use these strategies, and adopt additional best practices as new challenges arise, to ensure our students meet state graduation requirements and are prepared to pursue higher learning opportunities.

The "Basic Core Strategies" include mentoring programs, service-learning (as discussed in Curriculum and Instructional Design), alternative schooling and afterschool opportunities. Mentoring programs at TriEA will occur among peers and community members before, after and throughout the school day. Secondary scholars in grades 6-8 will mentor primary scholars in grades K-5, fostering trust through cooperative activities that build processes and skills and allowing peer interaction directly aligned with curriculum. Mentoring will continue through secondary grades 9-12 among scholars and teachers through advisory time and progress mentors that work with mentees on academic progress and college/career readiness. These mentor opportunities will be built into the schedule and occur regularly throughout the school year. TriEA will also seek mentors from within the local community with partnering organizations such as Big Brothers and Big Sisters, Junior Achievement or Texas Instruments that will work with students on academic skills during the school day, internship opportunities, job shadowing or afterschool enrichment activities.

TriEA will employ strategies that are characteristic of an "alternative school." A charter school in itself is a form of alternative schooling. TriEA will exist as an alternative to traditional schools and offer many of the components that make these types of schools successful including smaller class sizes, flexible schedules with community involvement and support, differentiated instruction designed to meet the needs of the scholars and high expectations of student achievement. TriEA will also have a robust after school program with academic and enrichment opportunities for its scholars. Academic extracurricular opportunities will be broken down into two categories, Academic Competitions and Academic Support. Extracurricular Athletics will also be included in afterschool activities as well as scholastic or social opportunities.

In order to "Make the Most of Instruction" at TriEA, instructional time and its preparation

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<sup>2</sup>Smink, J., & Schargel, F. P. (Eds.) *Helping Students Graduate: A Strategic Approach to Dropout Prevention*. Clemson, SC: National Dropout Prevention Center/Network, 2004.

will be the highest priority. The NDPC suggests five strategies for making instruction effective including: professional development, active learning, educational technology, individualized instruction and Career and Technology Education (CTE). Educators at TriEA will participate in ongoing professional development (PD) in environmental education, teaching At-Risk and low-income students, content specific training and basic pedagogical training such as classroom management. Most of these programs will be aligned with long-term campus goals and embedded within the school schedule. Teachers will participate in ongoing professional learning communities designed to actively engage them in learning through discussions, demonstrations and feedback. Administrators will support educators in their collaborative efforts to improve teaching and learning and seek out professional organizations or collaboratives to partner with for PD opportunities. Teachers may also attend local and out of state conferences to further develop their skills and extend their learning.

TriEA will ensure that students are actively learning and using educational technology throughout the school day through the various methods previously discussed in the Curriculum and Instructional Design section, specifically teaching through the lens of the environment, project based learning and a technology rich curriculum. Another top priority at TriEA will be individualized instruction to meet the needs of each student. Because our students are diverse in their learning needs, learn at different rates, have differing intellectual strengths and weakness as well as different levels of motivation and preparedness, individual educational plans (IEP-like) will be developed for all scholars at TriEA. Scholars, teachers, parents and administrators will come together annually in a collaborative effort to analyze each student's academic strengths, challenges, interests and learning style. Additionally, teachers will employ traditional strategies based on constructivist theory to check for understanding by connecting new learning with prior knowledge<sup>3</sup>. These strategies include questioning, pre-testing and basic observation of student behavior.

Finally, TriEA will "Make the Most of Instruction" by offering CTE courses that support and explore post-graduation options for students include careers and college opportunities. Minimally, CTE courses required by the Texas Education Agency as part of the high school graduation plan will be offered in areas that support the vision of TriEA such as environmental technologies, agricultural sciences and biotechnology. Additionally, CTE will include: career interest inventories, analysis and guidance, work-based internships with opportunities for job-shadowing and summer/semester internships, career pathways focused on STEM, and workplace focused technology preparation. These strategies and opportunities will prepare our scholars for the 21<sup>st</sup> century global workplace and equip them with the ability to think, make decisions and learn new skills.

TriEA will facilitate "Early Interventions" to ensure that its scholars meet graduation requirements by focusing on three of the NDPC's strategies including: strong family involvement, engagement, and advocacy; effective early childhood education; and thoughtful early literacy development. Next to TriEA's recruitment of quality teachers, the strongest predictor of how a student will achieve academically is based on how they spend their time at home<sup>4</sup>. Therefore, it is imperative that administrators, educators and parents have a strong partnership in educating the scholars at TriEA. TriEA will support strong family-school

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<sup>4</sup>Clark, R. M. (1993). Homework-focused parenting practices that positively affect students achievement. In N. F. Chavkin (Ed.). *Families and schools in a pluralistic society* (pp. 85-105). Albany, NY: State University of New York.

partnerships through a three-pronged approach: involvement, engagement and advocacy.

Family and community members are *involved* in classroom learning through specific opportunities during and outside of the school day. During the school day parents may volunteer in various roles and after school they can attend Math/Science Nights and Family Fitness Nights or other activities that connect to classroom learning. Another key strategy we will use to involve parents clear, regular venues for communication between teachers, parents and administrators. Information will be provided to families in a bilingual format with time dedicated for parent conferences built into teacher's schedules as well as newsletters and Digital Development Dashboard (3D) access.

TriEA will *engage* families through educational opportunities that connect them to community resources and fill a need such as technology training, health and wellness fairs, language courses, transition training for families of scholars ready to graduate and parenting classes. In the second year of operation, a Community Liaison will connect families and community resources for services beyond what the school can offer or provide.

Finally, parents may act as *advocates* by engaging city and state officials that make decisions that impact the education of their scholars. Our goal at TriEA is to encourage families to get involved in school activities and set high academic expectations for their scholars as well as create a home environment that is hospitable to learning. As we strive to accomplish our goal, we believe student achievement will continue to increase.

Getting scholars on the path to graduation begins with a strong educational foundation. Nothing prepares a child more for the rigor of a challenging academic setting than a concrete early childhood education. Our goal, depending on facility availability and funding, is to offer Pre-K in Y3 to give our scholars the best start. Our students with low socioeconomic status and those with learning disabilities stand to gain the most from this program's implementation. Access to high quality Pre-K programs significantly improves the scholar's early literacy, language, math, and social/emotional skills that will set them up for success in Kindergarten<sup>5</sup>. In the meantime, TriEA will offer a robust primary program from the start that seeks to identify any problem areas for scholars that might cause difficulty in school down the road. The earlier problems are addressed, such as a learning disability, the great impact it will have on the ability of the scholar to meet graduation requirements. Our primary teachers will focus on creating caring learning environments in which scholars can build confidence, competence and skills. Instructional interventions will be correlated to complement classroom instruction for those that are struggling.

Part of a strong early childhood program is a foundational literacy plan that targets students that are struggling readers and provides early intervention to avoid a pattern of failure. Low literacy levels have strong correlations with poverty, crime and unemployment<sup>6</sup>. To ensure the scholars of TriEA area literate at, or above grade level we will include the following: a literature-rich environment, teacher and student read-alouds, shared reading, phonological awareness and instruction, reading comprehension strategy instruction, writing strategy instruction across all content areas, experience with various forms of reading and writing, ample time dedicated to reading and writing across the curriculum based on the importance of communication skills in all lines of work. By increasing the number of successful school experiences with our scholars,

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<sup>5</sup> Frede, Ellen, et. al. (2009). The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES) Preliminary Results through 2nd Grade Interim Report. *National Institute for Early Education Research*.

<sup>6</sup> (1999) Start Early, Finish Strong: How to Help Every Child Become a Better Reader. *U.S. Department of Education, America Reads Challenge*.

there is greater likelihood that they will successfully meet or exceed graduation requirements.

The NDPC suggests that the school processes and community influence play a vital role in ensuring that students graduate through the following practices: school wide system renewal, school-community collaboration and safe learning environments. Systemic renewal, previously mentioned in the section on Student Performance Assessment, is an inquiry process of reflecting and questioning current practices, identifying solutions to challenges and paving a way to put those solutions into action through a system that supports change.<sup>7</sup> Systemic renewal, a critical component of the school culture, will be a way for TriEA leaders to assess our organizational goals and needs on a regular basis and solicit the input, ideas and suggestions of the staff, faculty and scholars to promote growth.

Schools cannot exist in isolation. For scholars to meet graduation requirements, they must be educated socially, emotionally and academically. They need the help of the whole community. In order to educate the whole student to be contributing members of society; TriEA will strive to have strong school-community collaboration through the following processes. We will begin by having skilled leaders develop a shared vision among all the scholars' stakeholders. Then, recognizing the cultural diversity within the community, encourage involvement from all representatives. We are committed to lifting the organizational barriers that could impede this process and facilitate a member-driven agenda. We will ensure that our stakeholders are aware of the challenges that at-risk youth encounter and initiate a dialogue among community leaders and representatives. Finally, we will look for models of strong relationships between public and private sectors that combine leadership with financial opportunities and seek to embody their tenets.

Strong school-community partnerships will also support the final strategy that TriEA will implement, which is a safe learning environment. Children cannot learn in an environment that they do not feel safe in, so our highest priority is to ensure the safety of our scholars. We will aim to strike a balance between a safe school and one that is caring and welcoming. To do this, we will form positive relationships between educators and scholars maintaining high expectations of academic achievement and encourage family and community involvement. To keep safety as our top priority, a school safety committee will focus on the analysis of both our environmental mission to provide a healthy space for our scholars as well as behavioral and property aspects of crime prevention. They will use research and data to identify programs to combat issues of school safety and develop a school safety plan in addition to policies adopted by the school Board. School wide programs may include anti-bullying and anti-violence themes such as No Place for Hate and Peers Making Peace and early detection and intervention policies will be adopted for behavior issues.

### Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and explain how they will be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

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<sup>7</sup>Duttweiler, P. C. (2004). Systemic renewal: What works? In F. P. Schargel & J. Smink (Eds), *Helping students graduate: A strategic approach to dropout prevention* (pp. 55-63). Larchmont, NY: Eye on Education.

3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

**NOTE: Open-Enrollment Charter Schools may not charge “blanket” activity fees. See TEC §12.108 for additional information governing tuition and fee restrictions.**

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. At a minimum, TriEA may offer summer school targeted for remediation when a scholar has ESL, language, or math supplemental needs, fails to pass a state exam, or fails a course required for graduation. Summer enrichment opportunities will also be available.

In primary school, TriEA will seek philanthropic, federal, or state funding and partnerships with local organizations that specialize in language acquisition to support scholars who qualify for additional ESL services. These programs could run between 4 and 8 weeks in the summer depending on the funding and need. If a scholar fails a state exam, the school will offer a remediation session. This remediation, at no cost to the parent, could run between 2 and 4 weeks depending on need to get them ready for the coming year or ready to pass the exam on the next administration. The same holds true for secondary students who do not pass state exams.

For secondary scholars that fail a course required for graduation, three options exist. Scholars could attend summer school 1) at their local home school, 2) take an online course from an accredited college/university/institution, or 3) take a summer session offered for credit recovery by TriEA – which we believe is the best option. The Grade Placement Committee (GPC), in the best interest of the scholar, will make the final decision which of the three options a scholar will take. Parents, through fees collected for each course selected, will pay the cost for credit recovery if offered at TriEA, though we will seek to make scholarships available. Up to two half-credits of different courses can be made up in summer school. Scholars are required to make up failed credit courses in the summer immediately following the course. Failure to do so would jeopardize their standing and continuation at TriEA if so determined by the GPC before the start of the new school year.

Anticipated resources for summer school at TriEA will depend on the GPC’s decisions about what’s best for each scholar in need of additional academic support. Curriculum will be developed by the teachers hired to do remediation based on data collected from formative assessments or credit recovery that meets the TEKS with the support of the Dean of Instruction or Chief Academic Officer. Credit recovery for one course will run 4 days a week for 4 weeks, 3 hours a day with a total instruction time of 48 hours for a half credit.

2. Many co-curricular opportunities will be embedded into the school day to complement the curriculum throughout the school year such as field trips, college visits, and guest speakers. In support of its foundational curriculum, Trinity Environmental Academy will offer a wide array of co-curricular activities including: academic competitions, outdoor focused clubs, fine arts clubs, yearbook/journalism club, tutoring/peer coaching opportunities and mentoring opportunities. Academic competitions may include STEM focused themes that allow scholars compete against other schools in Science/Math Olympiad, chess, robotics, and decathlons. These activities will occur weekly throughout the school year to provide practice time and allow scholars to prepare for competitions. Transportation and entry fees for these activities will be supported through the Foundation School Program (FSP) funding, while other needs including team shirts and food will be acquired through fundraising efforts by the respective groups.

Outdoor focused clubs may include gardening, orienteering, day-hikes/camping through partnerships with the Sierra Club’s Inner City Outings, and environmental clubs. These clubs

will also meet weekly and be in a similar manner as other co-curricular clubs previously mentioned. Scholars interested in more in depth exploration of fine arts may participate in music or art clubs while those that enjoy writing and photography may be members of the yearbook and journalism clubs. Opportunities for overnight stays at the Audubon Center also exist.

Scholars who are struggling in class will have access to after school tutoring by teachers and community members in specific content areas. This tutoring will be assigned by teachers and communicated to parents based on student need and will occur on a weekly or twice weekly basis. Often times, learning is best reinforced through the help of their peers, with that in mind, scholars can also get help through the Peers Assisting in Learning (PALS) program where, most often, high achieving TriEA scholars will be paired with lower achieving scholars to work together on specific content. In this arrangement, the tutors and tutees receive specific training where the roles are reversed periodically and the tutee teaches the tutor. Ultimately, the tutor's learning is reinforced by teaching the content to someone else and the tutee benefits from increased academic achievement all while promoting positive relationships among peers. Teachers will be paid stipends for tutoring services through Title 1 funds while student group funding will follow guidelines similar to that of other co-curricular activities.

TriEA will also offer extracurricular opportunities for its scholars that will largely be driven by student interest. These extracurricular opportunities may include intramural and competitive athletics, and service/community focused organizations. Both intramural and competitive athletic opportunities will be made available to scholars such as cross country, soccer, basketball, volleyball and dance. These programs will allow scholars to continue their physical education and develop the social skills necessary to work cooperatively on teams. Athletics will meet regularly during the scheduled season for their respective sports. Coaches will be paid stipends and athletic teams will be budgeted for league or participation fees and transportation expenses. Uniforms and food needs will be fundraised by scholars or supportive organizations like a booster club. These offerings will also be largely based on student interest and available facilities. Finally, extracurricular activities at TriEA will include service and community focused organizations such as the National Junior Honor Society and National Honor Society, Student Council and other student initiated organizations that will meet weekly throughout the school year and be funded solely by fundraising efforts. Teachers that sponsor those student-led organizations will be paid small stipends from FSP funds.

3. As described in the Overview, one of the goals of Trinity Environmental Academy is to achieve USDE Green Ribbon School designation within its first five years of operation. One way we will strive to improve the health and wellness of our scholars and staff is through our programs to address their mental, emotional and social development and health that support our goals of holistic learning processes. These strategies will develop the scholars' academic potential and broaden their cultural and community awareness. These programs will help prepare scholars for the wide array of experiences and challenges they will encounter as they transition into college and beyond.

#### **Daily Advisory at TriEA**

To support a communal culture and build relationships, scholars will participate in Daily Advisory classes as early as Kindergarten through their senior year. These lessons being prepared for the teachers by the Dean of Scholars. In primary, scholars will spend advisory time with their grade level teacher and focus on themes of character development including both ethical and performance values. The development of ethical values enables scholars to treat each other with respect, care and fairness. Performance values, on the other hand, encourage scholars

to make the world a better place by taking action on their moral values. This action may include taking initiative to right a wrong, providing service to others, mending relationships or persevering to overcome a problem. Thematic lessons will go on to cover topics of culture that include awareness of their own culture and identification and appreciation of cultures that are different than their own.

Scholars in grades 6-8 will shift their focus to explore topics of career interests, study skills and college awareness while continuing the character development curriculum with small advisory classes as a part of their daily schedule. Advisory faculty will monitor academic progress and reach out to the parents of scholars that are struggling. In high school, advisors will continue to monitor academic progress on a daily basis as they prepare for the transition into college or careers after graduation. Advisors will work with counselors to ensure scholars are on track to graduate and walk them through the process of applying for college, requesting recommendations and filling out job and internship applications.

### **Community Resources**

The community will play an active role in promoting the mental, emotional and social development and health of our scholars. We will actively identify and build partnerships with organizations that support low-income families, At-Risk students, homeless students, and students/families with mental illness or substance abuse issues. Beginning in Y2, the Community Liaison will work with administrators and teachers as a connection to community resources and expertise for scholars and families beyond the scope of what the school provides. They will also train and oversee mentorships with community members interested in volunteering to work one-on-one with students or in small groups.

### **Physical Education and Health Curriculum**

Physical education and healthy lifestyles go hand in hand and therefore the physical education and health education courses will be combined at TriEA. Teachers will design our physical education and health education courses with the TEKS as their foundation, with the support of administrators. These courses will utilize, to the extent that it is possible, the green spaces around the campus, allowing students to get outdoors for physical experiences. Increased time outdoors will decrease the scholar's risk of obesity and increase their ability to concentrate when inside the classroom. Utilizing the outdoors as a component of health education is a critical piece of our mission at TriEA. A focus on nutrition and healthy lifestyles is a part of this as well.

### **Social and Academic Counselors**

Scholars may need additional support outside of the classroom from specialized leaders on campus to deal with social and academic concerns. As the school grows, social and academic counselors have been allocated in the budget to provide additional support and guidance for our scholars. Counselors will tackle topics of academic planning, responsive services and school system support, among others.

4. Other student-focused activities would be centered around engineering and science with participation in the yearly science fair, robotics competitions, Earth Day celebrations, and environmental conservancy projects aimed at growing the broader message of saving the planet for future generations, particularly with our own natural resource, The Great Trinity Forest.



## Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
  - a. Methods for identifying students with special education needs (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
  - d. Plans for promoting graduation for students with special education needs (high schools only); and
  - e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
  - a. Methods for identifying these students (and avoiding misidentification);
  - b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
  - c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
  - d. Means for providing qualified staffing for these students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
  - c. Means for providing qualified staffing for intellectually gifted students.

**NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.**

**NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating English Language Learners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

1. Success of a scholar starts with defining the core characteristics of your curricular program (cognitive rigor, curricular alignment, high-yield strategies), embedding interventions in the classroom (DDI, high expectations, skill/content abilities, accountability), then creating formalized interventions outside of the classroom (diagnostics, unique schedules, instructional/behavior support) to support teachers and scholars. Through all aspects of your program, allowing the data to drive your instruction, methods, and interventions is key.

For example, differentiated instruction is one of the core teaching strategies. Meeting the scholars “where they are” is an effective method of teaching. Scholars, whether identified as Special Education (SpEd) or Gifted and Talented (GT), will have full inclusion where possible, with pullouts only as needed. Scholars that are coming to TriEA with an IEP, 504, or BE documentation will be read carefully and documented for the teachers and leaders who support them – who in turn will also document how they work to support these scholars in their personal interactions with the scholar and family as well as with their peers in grade level meetings.

Identifying special populations prior to opening the school for TriEA at this point, can only be done through generalized assessments of the southern Dallas community. In general, charter schools attract more scholars who fit into the special populations category because their parents are looking for a better/different education for their children. Planning for this requires having a clear school application, knowledgeable Special Populations Coordinator, in-service trained staff and teachers, and a process of identifying scholars whose needs align with the Special Populations community. The coordinator will participate on a Student Success Team (SST) guided by the Dean of Scholars. This team will be charged with creating institutional, leveled interventions that ensure every scholar is receiving the type of instruction they need to be successful. This will serve as the path that all struggling scholars (ESL, SpEd, GT, social skills, etc.) will take as TriEA assesses each child’s individual needs and successes before referring them to special populations/education for evaluation. Statistical data from this team will be shared with the Board in order to evaluate the future service and program requirement needs. TriEA will comply with all state and federal requirements in special education and bilingual/ESL programming, seeking support from our local Education Service Center in Region 10.

Each scholar identified in Special Populations will be required to cover the TEKS outlined in the schools scope and sequence unless testing results and an ARD committee identifies a need for modified instruction. TriEA will employ a resource room where individualized learning can occur for those that need it. In these cases, the SpPop teachers will work closely with the classroom teacher of record to ensure the pacing aligns with that of the classroom experience. Again, the philosophy is that more targeted differentiated teaching in the classroom benefits SpPops scholars in the long run and will be managed with the support of the SpPops Coordinator, resource room teachers, Dean of Instruction, and the classroom teacher. Additional record keeping and looping in the parents is also a proven strategy. Classroom accommodations will be part of the differentiated training that teachers will participate in during in-service sessions.

2a. Scholars will be identified through their previous school records, academic and behavior performance, and teacher observations. To avoid misidentification, TriEA will have a Student Success Team (SST) that will have a leveled approach to supporting and referring scholars for specific types of testing.

2b. At this time, no specific instructional programs have been identified, but TriEA is aware that Region 10’s Special Education coordinator is most effective at linking schools with the right tools that match the needs of their scholars. Strategies and interventions for providing a

continuum of services that ensure special population scholars are successful include flexible grouping in the classrooms, cooperative learning between scholars, guided note taking, scaffolding information, project and community-based learning, experiential hands-on learning, etc.

2c. Using Region 10 consultants, TriEA will tailor the in-service differentiated training to the needs of our teachers and scholars. With close monitoring of progress on grades, formative assessments, documentation/meeting notes provided by the teachers in their grade level meetings, parent feedback at conferences, and the SST, TriEA will continuously assess that the IEP is being met so that accurate information can flow back to the ARD committee when annual reviews come around.

2d. Using the IEP set forth by the ARD committee, following the graduation requirements outlined there. In specific cases, the Foundational HS plan will be made available only through an ARD decision. Otherwise, all scholars are required to graduate with endorsements.

2e. With the support of Region 10, training the most qualified candidates we can hire and actively consulting with industry professionals known to produce results with Special Populations scholars.

3a. TriEA's standard method for identifying scholars who require BE or ESL service will either be the Woodcock-Munoz (WM) Language Survey or the IPT. The test will be administered within the first 20-days of school for those whose Home Language Survey (HLS) indicates services might need to be provided. All new Kindergartners or scholars new to Texas will be given a Home Language Survey (HLS) upon enrollment. Students who are transferring in from another school district will be asked to bring a copy of their original HLS from the sending district. Students in 2<sup>nd</sup> grade through 12<sup>th</sup> grade will also be administered MAP testing for their Norm Referenced Standardized Achievement Test. The district will request all transfer documentation, including LPAC files, from the students' transferring district. If they have not provided a copy, we will make a request through TReX at least twice, allowing their previous district to supply the document. If we don't receive the requested documents, the student will begin the initial process for ELL identification.

For PK-1<sup>st</sup> grade students, the WM/IPT will be used to inform the LPAC Committee of the students' ELL status, while for 2-12<sup>th</sup> grade students a combination of WM/IPT and the norm referenced test will be used to help make the determination. The LPAC Committee will then inform the parents of their decision and request parent permission to participate in the ESL program.

3b. An ESL Content-based Program is the likely program that TriEA will offer based on the population of scholars we are targeting on the west side of the Trinity Forest. Our intent is to hire ESL certified teachers in K-1 with bilingual teacher aides, along with a strong vocabulary/print rich environments and visual learning experiences. The program expectations of a Content-based ESL program are:

- An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction.
- Integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.
- Exiting to an all-English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after the first grade, the student will

remain in the program for a minimum of two to five years before being eligible to exit the ESL program.

Our Special Populations Coordinator will work with our Literacy/ESL Coach who will oversee our ESL program. If there is a need based on enrollment, TriEA will adopt a Transitional Bilingual/Early Exit program for grades K-1. In our efforts to hire teachers, bilingual and/or bilingual certification will be strongly preferred. Each teacher in Kindergarten will have a bilingual Teacher Aide and where necessary, each 1<sup>st</sup> grade teacher will have a bilingual Teacher Aide. The program expectations of a Transitional Bilingual/Early Exit program are:

- A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers students to English-only instruction.
- Provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development.
- Non-academic subjects such as art, music, and physical education also may be taught in English.
- Exiting to an all-English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program.

Exiting scholars out of this program beginning at the end of 1<sup>st</sup> grade will consist of 1) the oral language test of the WM/IPT, 2) meeting the 40<sup>th</sup> percentile or higher on a norm-referenced exam, 3) a state approved writing test (or TELPAS in 2<sup>nd</sup> grade or higher), and 4) teacher portfolio, assessment, and anecdotal input.

While it is our intention to develop the mother tongue of any scholar that enrolls in TriEA, with the population in our target area being 90%+ being English speakers as their first language, we are offering the ESL program with the intention of fostering the diverse needs of the scholars through our intercultural competence programming, Latin in 6<sup>th</sup> and 7<sup>th</sup> grade to support English and Spanish development, and offering Spanish beginning in 8<sup>th</sup> grade as HS credit.

3c. Using Region 10's ESL consultants, TriEA will tailor the in-service ELL/ESL training to the needs of our teachers and scholars. With close monitoring of progress on grades, formative assessments, documentation/meeting notes provided by the teachers in their grade level meetings, parent feedback at conferences, and the SST, TriEA will continuously assess progress being made by our ELL population so that accurate data can be evaluated by the ESL Coordinator and Special Populations Coordinator.

TriEA's goal is to transition them fully in primary, but provide the necessary services until they meet the exit criteria established by TEA.

3d. Means for providing qualified staffing comes in targeted recruitment and financial incentives for those who already have bilingual certifications. These incentives and training will be offered for those who desire to be certified once they are hired.

4. The Dean of Scholars (DoS) will monitor scholars who struggle and work closely with teachers. When grades or behavior cannot be corrected with positive priming or counseling with parents or influential family members, the DoS meets with the grade level teachers to determine a course of action. Likely, this will put them in front of the Student Success Team (SST) mentioned previously. This team will be charged with creating institutional, leveled Response to Interventions (RtI) strategies that ensure every scholar is receiving the type of instruction they

need to be successful. This will serve as the path that all struggling scholars (ESL, SpEd, GT, social skills, etc.) will take as TriEA assesses each child's individual needs and successes before referring them to special populations/education for evaluation. Examples of strategies include parent engagement, mentoring, blended/flipped models of instruction, flexible grouping/scheduling, authentic applications/assessment, Saturday school, before and after school tutoring, etc.

5a. The entire teaching through an environmental lens at TriEA is built about strategies that help scholar excel – no matter their current level. A fundamental non-negotiable at TriEA to deliver this program effectively is Project-based learning (PBL). At its core, PBL is designed to allow the learning to go beyond the traditional classroom setting, gives voice and choice, fosters creative thinking, creates opportunities for tutoring or teaching, allows for small groupings with like-minded scholars, etc. This coupled with the experiential learning and teaching through an environmental lens has proven success with intellectually gifted scholars. The SST process is designed to support those who struggle on both ends of the learning spectrum and dual credit opportunities with accredited local colleges and universities in high school are additional practices that TriEA will employ.

5b. Intellectually gifted scholars will be monitored through the SST, teacher observations, grades, formative assessments, and national testing results.

5c. Qualified staffing that is not hired at the start will use resources and trainings provided by Region 10 to guide TriEA in the support of these scholars.

### Educational Staff Capacity

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment. Describe the group's ties to and/or knowledge of the target community.
2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

#### OR

If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.

4. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.
5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. The key members of the Trinity Environmental Academy’s educational leadership include the Board of Directors of the sponsoring entity, Sustainable Education Solutions (SES), the Chief Academic and Chief Executive Officers (CAO/CEO), the Deans of Scholars, Instruction, Operations and Administration. Ultimately, SES’s role is to ensure that the mission and vision of Trinity Environmental Academy is realized through a shared vision of academic excellence, a plan for oversight of the school’s academic program, and viable operational and financial structures. With the weight of this responsibility in mind, SES plans to grow its board both in number and diversity to maintain proper oversight of TriEA as the school grows. We will seek community leaders with broad expertise to compliment the founding board that will guide the future of TriEA, if the charter is granted as is discussed in detail in Section Three - Governance. Additional discussion of the CEO/CAO structure as it relates to reporting and interacting with the board is in the Operations Plan – Staffing, Plans, Hiring, Management, and Evaluation.

1a. School leadership, administration and governance, at the highest level, will be overseen by SES Board of Directors. Individually, this Board currently brings a wide array of nonprofit governance and educational experience from the Dallas area but plans to expand as the school grows. At the campus level, the CEO, designated by SES, will be responsible for safety, compliance, finance, accounts payable, reporting, campus operations, IT, recruitment, human resources, development and community. In Y1 of the school’s operations, the Dean of Administration will work with CEO on those duties and the Dean of Operations will come in Y2. These individuals will have track records of success in operating schools and strong commitments to the vision and mission of TriEA.

1b. Curriculum, instruction and assessment will also be overseen, at the highest level by the SES Board of Directors. It will also appoint the CAO, whose responsibilities include instructional programming, teacher training and observation, special populations, scholar achievement, and parent communication. Assisted by the Dean of Scholars in Y1 and Dean of Instruction in Y2, the CAO will have demonstrated success as a school leader with experience in community/project-based learning and environmental education.

The leaders of SES are committed to improving the educational outcomes of South Dallas’ most underserved scholars and their families. This group is connected to the community through local organizations and educational institutions currently operating in the proposed geographic region. For instance, the Board’s President has been teaching in a South Dallas charter school for the past 3 years. The proposed CEO has served as a school leader in a successful urban charter network in Dallas for the past 7 years, with 11 years of charter school experience.

2. Paul Quinn College has partnered with TriEA and SES to establish the school by providing a facility for Trinity Environmental Academy in its early years. More details are found in Section Four – Financial and Business Plan, in the Facilities section. A letter of support from the college’s President, Michael Sorrell, can be found in Attachment O.8.
3. In Trinity Environmental Academy’s organizational structure, the principal candidate has the duties of the Chief Academic Officer. At this time, the CAO has not been identified, but the details of that position are included in Attachment E.3.
4. Trinity Environmental Academy’s Deans will provide school leadership and management beyond that of the principal or CAO/CEO. The Dean of Scholars and Dean of Instruction will both work for the CAO in academic management while that Dean of Operations and the Dean of Administration will work for the CEO on the business side of managing TriEA. The Dean of Scholars will be responsible for student culture, advisory planning, discipline, before and aftercare activities, and academic extra-curricular planning. The Dean of Instruction is responsible for all teacher instruction and scholar learning, special populations, testing coordination and scholar schedules. The Dean of Operations is responsible for facilities maintenance, scholar recruitment, information technology, and child nutrition and community communication. The Dean of Administration is responsible for scholar registration, state reporting, record keeping, policy creation/adherence, income and expense records and grants. These leadership roles will be filled by experienced individuals that have bachelor’s degrees and demonstrated success in their respective fields further detailed in their job descriptions in Attachment E.4.
5. If the charter is awarded for TriEA, the CAO and proposed CEO, Michael Hooten, will work on a full time basis toward development of the school, provided that adequate funding is obtained. These individuals will be compensated through start-up grants, philanthropic support and donations beginning in March 2015.
6. Parents have the right to know the professional qualifications of their scholar’s teacher including whether the teacher is certified in the grade level or subject they are teaching, the degree that he or she holds and the field or discipline of his or her degree or certification as well as the result of any “highly qualified” under NCLB content exam taken. In accordance with TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii), Trinity Environmental Academy will distribute notification to parents regarding information related to the qualifications, experience and certifications of each teacher and their professional or educational degrees and certifications as required. The information will also be available on the school’s website.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section Two - Operations Plan

### School Calendar and Schedule

1. Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program, including total number of days/hours of instruction. In **Attachment O.1**, provide the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for foundation subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Describe how the instructional day will be structured to ensure adequate coverage of all the TEKS. Provide the minimum number of instructional hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment O.1**, a sample daily and weekly schedule for each grade configuration of the school.
3. Note the number of hours dedicated for teacher planning and collaboration, if applicable.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. The academic calendar is designed to frame out the year for staff and parents and acts as a communication tool for strategic planning throughout the year. TriEA will institute 180 days or nearly 1400 hours of scholar instruction per year. Teachers new to TriEA will attend teacher orientation to receive environmental, project, and community-based training. All teachers are in session 3-days prior to the start of school for State mandated training modules and school readiness. School-year staff will begin at the same time as new teachers to support the opening of school. The calendar currently reflects new teacher training dates, in-service days, start and end of school/quarters, school/scholar holidays, when progress reports will come out, and when TriEA will host parents for conferences. The proposed calendar for TriEA's first year of operation is in Attachment O.1.

2. School begins each day at 8:00am for both Primary and Secondary. Scholars can be dropped off up to 30 minutes prior. Primary will end at 3:20p, giving 7 hours and 20 minutes a day or 440 instructional minutes. Subject time will be a minimum of 45 minutes a day with math and English at 60 and 90 minutes respectively. Dedicated time for environmental emergent instruction can range up to 120 minutes in the early primary years to take advantage of The Great Trinity Forest and outdoor farm/solar/aquatics maintenance during the year. Science and social studies content will be blended into this time outdoor as well. This is optimal for scholar learning because it provides an extended day that takes advantage of the resources we plan to have on campus for extended, hands-on learning.

Secondary's middle school day will end at 3:50p, giving 7 hours and 50 minutes per day or 470 instructional minutes. Subject time will be at a minimum of 55 minutes per day (every other day for electives), with daily independent ELA and writing classes, independent math and math classes, and independent science and engineering classes. These independent, but related classes generally follow each other in the scholars schedule allowing for extended blocks on days when a teacher plans for a lesson outdoors. The time is then given back to the other teacher the next or following days. The schedule in middle school will be a modified block, having some classes every other day.

Secondary's high school day will also end at 3:50p, giving 7 hours and 50 minutes per day or 470 instructional minutes. Our high school setting will prepare students for a college environment with an accelerated block 4x4 course schedule with students taking only 4 courses per semester. This will provide greater flexibility in content delivery with longer class time and daily attendance, reduce the teacher's student load, and increase the teacher's content knowledge



and delivery since they will teach two full courses in one year's time.

A traditional challenge to accelerated block is State testing requirements were mandated in April of any given year. Since new STAAR EOC's are offered 3 times a year (with the exception of English I and II), this mitigates the challenge. We will offset the challenge of retention of material and English I/II STAAR EOC schedule from year to year using three strategies: 1) employing stringent interdisciplinary teacher requirements between cohorts of Math/Engineering/Science, English/Social Studies/Writing and Foreign Language/Fine Arts, 2) purposeful scheduling of contrasting courses in semester 1 and 2, and 3) scheduling ELA opposite the writing classes having them meet every other day with the same teacher of record in both. An example would be:

<b>Example of a 9<sup>th</sup> grade Accelerated Block Schedule – 1.5 hrs daily for 90 days (135 hr course)</b>				<b>EOC Makeups</b>
<b>Semester 1</b>	<b>STAAR EOC</b>	<b>Semester 2</b>	<b>STAAR EOC</b>	<b>S1 or S2</b>
Math – Algebra II	N/A	Engineering	N/A	N/A
Literary Genres	N/A	English I	March	July
AP Human Geography	May	Sci - Biology	May	July
Foreign Language	N/A	Fine Arts	N/A	N/A

While this model may not be perfect for every scholar due to missed credits and special circumstances, it will work for the majority of our scholars. AP courses taken in semester 1 will be supported with after school and Saturday labs for review purposes.

In addition to the accelerated block, there will be an intentional shifting of schedules to allow scholars the ability to make use of guided free time during the day where they can study, visit the library or computer lab, schedule an appointment with a counselor or director, hang out in common areas to listen to podcasts, read, or socialize. This privilege paired with good behavioral development and fostering a trusting atmosphere, gives our older scholars the freedom to make personal choices during the school day in order to maximize the time spent on academic pursuits in the classroom. A sample daily and weekly schedule for each grade configuration of TriEA is in Attachment O.1.

3. In Primary, teacher independent planning/lunch time will average 120 minutes a day. They have 45 minutes during specials, 30 min at lunch, 30 min at the end of the day after carline, and 40 minutes 2 times a week in the mornings. Other mornings will be grade level planning meetings 3 times a week for 40 min, which is technically planning time, but it's not independent. This allows for two mornings a week totaling 80 minutes for parent meetings, independent planning, etc.

In Secondary, teacher independent planning/lunch time will average 100 minutes a day. There are 8 periods and they are responsible for teaching 6 periods and a 25 min advisory depending on preps and need. Department level teams will meet once a week for 40 minutes, grade level teams will meet 2 times a week for 40 minutes. This allows for two mornings a week totaling 80 minutes for parent meetings, independent planning, etc.

## School Culture

1. Describe the culture of the proposed school and explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for involving students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. The culture of Trinity Environmental Academy plays a critical role in the mission and vision of the school. The innovation and goals of the education plan are realized by establishing an intentional, positive school culture that promotes high student expectations and ensures that scholars feel valued, safe, and committed to learning. TriEA will embrace best practices that promote high expectations school wide that puts the scholars at the center of decision making while school leaders and teachers model these practices. TriEA will utilize strategies that focus on instructional quality, character development and connection among peers and the community.

Instructional quality is achieved not only through the teaching methods discussed in the Education Plan, but more specifically through the following strategies: classroom motivation and management plans, maximize instructional time, organization of the learning environment, communicating goals and expectations, active engagement, scholar accountability, relevant feedback, and fair assessment practices. Character development is targeted through TriEA's advisory time, also discussed in the Education Plan, and is dedicated to the scholar's social development. TriEA's mission, to develop tomorrow's global change agents, puts the scholars' connection to the school and South Dallas community as a high priority. The instructional focus on community and environmental based education will facilitate the scholar's ability to make an impact on their surroundings.

2. This culture of instructional quality, character development and connection must begin at the highest levels of Trinity Environmental Academy. Administrators and teachers will model exemplary cultural norms developed and agreed upon before scholars step foot on campus. Prior to the first day of school, teachers and school leaders will develop classroom codes of character, aligned with our Ideal Graduate discussed in the curriculum development plan, that are a consensus of school values agreed upon by all stakeholders. Parents and scholars will be introduced to TriEA's standards of culture during the Pre-Attendance Conference (PAC) meetings as a way of welcoming them into the family upon their admittance to the school.

From the first day of school, instructional quality strategies will be in place in every teacher's classroom and in outdoor learning environments. Classroom motivation and management plans will be developed by teachers working in teams, with support from administrators, to create, implement and communicate motivation and management plans for their classrooms that include the integration and explanation of TriEA's Code of Character. These plans will be communicated in writing to scholars and parents that articulate instructional goals and outcomes, classroom policies and procedures, expectation for scholar performance and behavior, guidelines for communication and rewards and consequences.

Instructional time between scholars and teachers will be maximized and placed as a top

priority. Teachers will communicate standards for on-task behavior and employ strategies to ensure scholars are engaged with content. Learning areas will be organized in a way that minimizes distractions and promotes productivity including displays of exemplary scholar work, thoughtful arrangement of supplies and materials, and established routines to access work and materials. To create a culture of high academic expectations, teachers will ensure that scholars know what target they are trying to hit by explicitly outlining objectives. This process occurs when teachers share exemplary products, rubrics and uses failure for restorative discipline. Communicating goals and expectations is important because we view parents, teachers and scholars as partners in the educational process at TriEA. Parents and scholars will be able to monitor progress regularly in their classes through communication tools provided by the school. Teachers will provide guidance and consistent feedback on what scholars need to do to produce quality work.

To actively engage scholars, teachers will use EBE and PBL, among other instructional strategies discussed in the Education Plan, to ensure that scholars are engaged in meaningful work that is relevant and interesting to them. Scholar accountability is achieved as scholars track their own progress through data analysis that is part of their individualized learning plans. Through the use of PBL and other quality instructional methods, teachers will eliminate meaningless “drill and kill” practices and focus on deeper, meaningful understanding of content. After this data analysis, scholars will be given ample time to reflect on their learning using data to write, speak and create new solutions. Through metacognition strategies, scholars will use peer and teacher feedback to improve products and their skills that ultimately play a role in the way classroom activities are structured. Finally, to ensure fairness in assessments, levels of mastery for knowledge and skills will be defined for all student objectives and outcomes. Teachers will use rubrics and provide feedback to ensure parents and scholars understand which objectives have been mastered and which still require additional attention.

Scholars entering the school mid-year should be rare at TriEA, but those who do will be partnered with a peer mentor in the scholar’s advisory time. This mentor will help the new scholar learn the ropes of TriEA both academically and socially. Teachers will ensure that all scholars are welcomed into the school community from their first day and ensure that this time of transition is smooth by communicating regularly with the scholar and their family. A PAC will also be held prior to their first day, where deeper discussions about how to immerse oneself into a new culture will occur. The school leader, at that time, will determine if additional acculturation is necessary for the scholar to find success in their new environment. Whatever it takes to ensure their success will be considered.

3. Given the anticipated population of Trinity Environmental Academy, the school’s culture was specifically designed with scholars of all backgrounds and abilities in mind. Our goal is to be inclusive of all scholars, regardless of their disabilities, challenges or gifts. It is only through mutual respect of everyone’s individual talents and abilities that we can grow as a community and be the change that we wish to see. Scholars who require additional support or enrichment in areas of intellectual or social development will have access to various resources including mentors, tutoring, co-curricular and extracurricular involvement, social counseling and community resources, to name a few.

4. A typical scholar day at Trinity Environmental Academy:

#### **Building Structure and Independence**

An average day of a first grader at Trinity Environmental Academy begins each morning with positive priming statements from teachers and staff as they exit their cars and enter the school.

Everyday, school feels like a great place to be and everyone is appreciated and rewarded for their unique and varied talents. An opportunity to have a healthy breakfast with organic food prepared using the vegetables and fruits from the gardens surrounding the school is always exciting – especially since the first grader, in shared partnership with their peers and community, has worked all season to grow this food. This makes the experience more important and enjoyable for the young scholar as they eat. They are beginning to understand how food is sourced and how they can impact the quality of food they receive. It also gives them a chance to review the recipes and understand the effort and quantity of ingredients needed to support growing scholars.

Several classes are tending to gravity experiments that hang on the wall near the 1<sup>st</sup> grade classrooms, so they stop to take measurements and discuss the changes they see as they make their way to their classrooms. Scholars are always encouraged to make every opportunity of learning while at Trinity Environmental.

### **Character Development Matters**

Once in the classroom, named University of Texas, their teacher welcomes them. She expresses joy at their return and they all get ready for a great day of learning. To begin, they focus on the character traits being highlighted this week. As the teacher gives them a quick sight word character assignment, she quickly checks in with individual students who need added support while everyone prepares their workspace for the day and begin to write. One scholar's dad is here today too, helping the teacher with classroom transitions and offering support to scholars during independent work.

Their writing then turns to partner talks, then a class agreement on how they will ensure and support each other in their studies using these characteristics. These agreements are documented and broadly posted in the room, which is full of rich text examples of creative and meaningful work. One group models the behavior as the dad takes the part of the teacher in the example. Everyone laughs and wishes they had been chosen to be the example actor today.

Since it is Friday, it's Community Circle time! This is a time when all of the scholars gather to celebrate the success seen during the week and our scholar is hoping their good deeds are going to be recognized by the Dean today. As everyone celebrates and cheers for their college and mascot, many scholars are rewarded and everyone feels good about how their peers were recognized. While our scholar did not get recognized specifically, they still feel there's a chance to have their name called in the near future – it just takes a little more hard work to stand out.

When they get back to the class, it's time to cascade the learning from the circle time. They discuss a plan from the advice of the Dean on how to achieve our team goals. The scholars reflect on the characteristics of a leader and prepare to model them in everything they do today.

### **Lesson Development is Thematic and Cross-Curricular**

The scholar's first content focus of the day is Math. Since our work is always focused around project learning and collaboration, the scholars break into their teams and pickup where they left off yesterday. Our scholar's team is almost finished with part two and ready to move onto part three after correctly answering a few questions from teacher. Everyone feels they are ready and can't wait to move on because they get to use the geometry bins and build a model of their work. The best representations will be shown in the hall outside of each classroom, so our scholar's team is working hard to get their recognition. As with much of the work the scholar produces, many people will get to look at and assess the work. The teacher is rarely the only person to review and assess scholar work. Rubrics seem to be the best way to help others understand the expectations of the teacher and help everyone know if the scholar did what was expected or not. This always reminds the scholar that teaching and assessment are not just the responsibility of

the teacher, but of everyone in the community.

Music is always a part of our day in some way, but today is special. Our teacher has allowed the scholars to write different parts of a song and she has agreed to sing the song today! The scholars can't wait to see how their part of the song sounds as they gather around and talk about music, counting, timing, chords, notes, and tone.

Having responsibilities inside and outside of the classroom allows scholars to take ownership in their learning place. Today, the focus is making sure all of the math kits have their matching parts and that the reading corner is in proper order. Before they head out to recess, they have to finish today's committee chore.

### **Importance of Continuing the Learning Outdoors**

Recess today involves filling and carrying 1 gallon buckets of water from the rainwater harvesting barrels to the aquatics pond. The scholars have to bring exactly 75 gallons to refill the tank after a long hot week. They can't believe so much water has evaporated into the air in one week. They are glad to do their part though, since they have learned that managing animals and plants for food is fun and rewarding.

### **Balanced Literacy and Skill Building**

When the scholar returns to the classroom, they turn their attention to reading. Specific skill building begins first so they can recognize it in their group reading. Everyone is grouped by ability with the intent of moving up in each group as the year advances. Each literacy workstation offers independent reading and writing skills focus on what the scholar needs most. To close out the reading, they all gather around the teacher as she reads and scholars take note of the specific skills they've learned today. It turns out to be a rewarding experience as all scholars believe they have mastered a new skill and recognized it during read aloud time. Back at their desks, they reflect on what they have learned in their journals, which are due every Friday. The scholars believe they've had a great week of reflection and can't wait for them to be returned to see if the teacher agrees as well.

On the way to lunch, they demonstrate for their teacher the proper methods for transitioning from place to place in the building perfectly. The teacher promises to raise each scholar's behavior chart by one point. Positive reinforcement is a great way to interact with adults in the building and scholars rarely see negative interactions between teachers and a scholar. This always makes them feel good about themselves and their school.

At lunch, scholars again are treated to something special they have grown from their garden. During the growing season, every week seems to bring in something new. This time it's carrots planted and raised by the kindergarteners. The scholars are surprised something so sweet could come out of the ground! As they eat, scholars self-monitor behavior as designated individuals remind and offer rewards when they see model behavior. The teachers also give scholars visual clues so they can quietly visit, but still be respectful of everyone in the room.

### **Science as the Context for Learning**

After more time relaxing and positively impacting our school's environment during recess, the scholars make it back to class to focus on science. Since the school is an environmental academy, science is taught everyday – both in knowledge and laboratory experience. It is a great way to incorporate math, reading, and writing skills with activities that directly influence and affect the way scholars interact with the world. The scholar's teacher reminds them that in this unit, the lens by which they are making and understanding scientific discoveries is through human ingenuity, with a focus on systems. The scholars recall that in yesterday's social studies lesson, science and human ingenuity was linked with today's science lesson. The scholars are

always amazed at how closely linked each subject is to one another and appreciate how the teachers work together to ensure all learning is tied together. Scholars site connections between their social studies lesson and today's science lesson independently as the teacher reviews their work.

### **Scholar Independent Learning and Choice**

The next part of the day, scholars tend to have different things to do. Some go to tutoring, some meet with their middle school mentors, while others participate in creating music or lego construction clubs. After a little while of working independently, they all gather back at the library where the scholars learn about systems for organization. This reminds the scholars of what they were just studying in science and can now see it in action in the library! They take this new learning and reflect about how to use it when they continue their science projects on Monday.

Based on interests and reading levels, they now move to different classrooms in the school to focus on leveled reading and writing skills. Because this scholar likes mummies, they are in a reading group who are focused on the Egyptians lifestyle and burial practices. Today's lesson is around the construction and engineering of the pyramids. The teacher promises that next week they'll get to build a pyramid and learn how to describe who they are using hieroglyphics.

### **Taking Responsibility and Accepting Outcomes**

The scholars head back to their classrooms, where they begin to do their closing routines. They meet in their small committees to make sure their accomplished everything they need to this week. They all check and record their academic and behavioral progress for the week to share with their parents. The teacher talks about what to expect next week, shares with the class the growth she's seen this week and talks about goals each scholar will have for next week. The day ends by saying something nice about a peer and one thing to "grow on" since the scholars are always asked to recognize when they can do something better. Everyone shares one thing they can "grow on" for next week and writes it down on their chart. This is reflective of the scholars effort to build better personal relationships, problem solve, and develop self-control. As the teacher says goodbye, each scholar is reminded individually how they showed success this week from her perspective. As the scholar waits in line for their parent to pick them up, they are happy to know that their teacher recognized their hard work and anticipate being successful again next week! Now, the scholar hopes that their parents will be happy with their progress too!

5. A typical day for a teacher begins with peer professional learning communities (PLC), either vertical or horizontal meetings depending on the day. In a vertical (department) meeting, a teacher might be aligning curriculum year-to-year, review data subject assessments, instructional strategies relevant to content, departmental needs assessments, etc. In a horizontal (grade level) meeting, a teacher might be reviewing interdisciplinary unit/lesson planning, PBL/STEM integration strategies, department share-outs, SSI/RTI and scholar performance, grade level fundraising, community service, admin feedback, and parent involvement. While these meetings occur, scholars are at breakfast or just arriving to campus supported by the operational staff. All faculty and staff then come together for the daily morning meetings/huddles for their school/grade level. Morning meetings are focused on positive priming – scholar pledge, celebrating the accomplishments of scholar groups, shout-outs to individual teachers/scholars, plans for the day or coming week, and a point to grow on for the week. In Secondary, this morning meeting is daily. In Primary, it is once a week.

From the morning meeting, all teachers meet their scholars at the door of their classroom, greeting scholars as they are invited into the learning space one-by-one, which is repeated each

time scholars move from teacher to teacher. A teachers' day is focused on teaching 6 periods a day with two as planning and/or lunch. Most teachers in the beginning will have two preps with an advisory (which will be pre-planned by administration), but as the school grows, TriEA will actively work to lessen the preps a teacher has. The homeroom "advisory" class is before or after lunch, focused daily on citizenship, character, counseling, and college readiness activities. Teachers participate in lunch with the scholars several times a week, engaging with them in ways that build positive relationships between scholars and staff.

As the teacher is continuing with the remainder of their day, they focus their planning time on the next week as lesson plans will be due in advance for coaching support before the lessons are executed. A teacher will likely be observed once or twice every two weeks with a feedback review session after each observation. After meeting the day's classroom objectives, teachers participate in an afternoon carline before they return to manage tutoring sessions, facilitate club meetings, or engage in other after school activities.

### Student Admissions and Enrollment

1. Briefly analyze the competition in the area for the same students. Describe the methods that the proposed school will use to recruit and retain students.
2. Explain how the plan for student recruitment and marketing will provide equal access to all interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
3. Provide, as **Attachment O.2**, the school's Admissions and Enrollment Policies, which should include the following:
  - a. The period (both the beginning and the ending dates) during which the applications for admissions will be accepted (see TEC §12.117), including a summary of the application process;
  - b. Procedures to be followed in conducting a lottery when a grade or class is oversubscribed including which 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 (so long as the total number of students allowed constitutes only a small percentage of the total enrollment.))
  - c. The approximate date on which a lottery will be conducted if required;
  - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
  - e. The non-discrimination statement to be included in the proposed school's admissions policy. *TEC, §12.111(a)(5);*
  - f. Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A); and
  - g. Enrollment deadlines and procedures.
4. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. *TEC, §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC, §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.*

**NOTE: If a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

1. Scholars who attend TriEA will be primarily low-income, at-risk, and minority children. They

are our target audience. Many of our new scholars will be the first in their family to get a diploma or even attend college – and we are prepared to get them college and career ready with this unique approach. Of the 57 schools Dallas that were low performing, according to the Texas Education Agency (TEA) in January 2014, thirty-seven of them “required improvement” or received the lowest possible rating. Of those thirty-seven, fourteen were schools in the areas of Pleasant Grove and Oak Cliff surrounding The Great Trinity Forest. It is in this area that we will focus our recruiting efforts. We intent do work with local Chambers of Commerce, churches, recreation centers, and libraries. We also will participate in local events where we can be a part of the community and talk about how we can help improve the chances of college acceptance in the area and ensure they are ready for whichever career they choose to pursue, even working with other schools to take advantage of the resources we have.

Retaining scholars begins with parent involvement, evolving to parent/community engagement, and then into advocacy for the educational reform movement. The more parents know and do for their school, the more likely they are to feel part of the program. TriEA intends to hire a Community Liaison to advocate on behalf of the scholars and community and work to seek funding to support our efforts. A rigorous and quality education also binds scholars and parents to us, as they recognize the value of being a part of our program. This program, having choice and voice for the scholar will also entice them to remain with us through graduation. Last, our stance on creating a safe environment that promotes and sustains the need for physical, emotional, and academic safety will also work to retain scholars.

2. Due to the proposed location in south Dallas, along The Great Trinity Forest, the educational systems in the entire area serve our lower socioeconomic, minority families. Due to the performance of the current schools in the target area, we will be by proxy, recruiting academically low-performing scholars and other at-risk scholars.

3. Attachment O.2, proposed Admissions and Enrollment Policy is provided.

4. Trinity Environmental Academy will not specialize in performing arts by where a scholar is required to perform for admission into the school.

### Student Discipline

Describe the school’s approach to student discipline summarizing the school’s proposed Discipline Policy. Provide as **Attachment O.3** the school’s proposed Discipline Policy. Together, the narrative description and the proposed policy should address the following:

1. The code of conduct for the school; *TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.*
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
4. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
5. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
6. Explanation of how students and parents will be informed of the discipline policy.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

1. Trinity Environmental Academy’s code of conduct will be a part of the Scholar/Parent



Handbook that will be developed and adopted by the board prior to the first day of school. The code of conduct will, at a minimum, contain a list of prohibited behaviors as examples, possible consequences for those behaviors, and due process procedures for expulsion recommendations proposed in Attachment O.3 – Discipline Policy.

2. Trinity Environmental Academy’s goal is to promote behavioral and social learning in addition to academic educational experiences. TriEA will engage in restorative discipline practices that recognize the student’s voice in the community. Restorative discipline models are preventative in nature and create positive, predictable school environments. These models recognize good behavior and formally teach important social skills. Teachers and school leaders model this behavior and interaction throughout the school day and communicate positively among one another and with students. This positive school climate creates an atmosphere that maximizes student achievement because students feel safe, respected and that their voices are heard.

Restorative discipline models pair infractions of the code of conduct with appropriate consequences that focus on empathy and repairing the harm done. As an alternative to retributive consequences, restorative discipline treats this misconduct as a learning opportunity. The school community is involved in the restoration process and those that are affected or are the victims are considered. This empowerment of the students to resolve community issues is a powerful tool that teaches students accountability through understanding the impact of their actions and taking responsibility for the choices they make through repairing harm done. For instance, minor classroom disruptions might be addressed through discussions involving peer mentors, teachers or other school staff members or members of the school community. More serious problems involving a class or harm within a class or even among faculty might include Circles of Support where class groups meet or a family group conference may be called. This does not mean that teachers will not have basic classroom management strategies in place, but that when a problem arises; there is a positive and constructive resolution process that takes place to correct it.

3. A list and definitions of offenses for which scholars may be suspended or expelled are found in Attachment O.3. Sustainable Education Solution’s board will adopt a final policy prior to the start of school as part of the Trinity Environmental Academy Scholar/Parent handbook.

4. The discipline of scholars who have been identified with a disability as outlined in the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and are currently receiving services under those statutes, will be conducted in accordance with the current federal and state laws. School staff will determine if the scholar is eligible for such services and, upon making such determination, shall utilize and apply the appropriate disciplinary process under the current Code of Conduct.

5. Due process procedures for scholars that are suspended or expelled due to a code of conduct violation are included in Attachment O.3.

6. Trinity Environmental Academy’s scholars and parents will be informed of the discipline policy through distribution of the TriEA Scholar/Parent Handbook and the handbook will be posted and available on the school’s website.

### **Leadership Pipeline**

1. Describe the sponsoring entity’s current or planned process for sourcing and training potential school leaders for campuses opening in subsequent years, regardless of location.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

1. Addressing TriEA's need for qualified leadership with the capacity for growth and change is critical to its success. Luckily, the unique mission and vision of the proposed school has generated a lot of interest from professionals who are currently aware of the proposed school. Through the tenure of our proposed CEO, attending/creating local job fairs, having social and professional media presence, working with Region 10's Job Center, utilizing relationships with local colleges and universities and their educational leadership programs, and local job advertising – we will be continually reaching out and speaking about the opportunities to be a founding member of an innovation new charter school.

In growing scholars as leaders, we will consider the core tenets of the foundational leadership of this new charter school. A fundamental philosophy at TriEA is that “teachers are leaders”. To fulfill this, the Sponsoring Entity understands and expects the following from all of its foundational leaders:

1. Listen to People and the Environment – Our school will embody a “collective intelligence” and master the art of listening to help the foundational leaders tap into the wealth of information and commitment of all the members of the school.
2. Building Agreements – Our leaders will make a deliberate effort to engage the entire staff in the creation of shared and accepted expectations for staff behavior. This will also extend in part to the parents and scholar leaders as the school ages.
3. Co-Creating Purpose – Combining a clear, compelling school vision with values rooted in everyone's personal ideals and aspirations for a community-based environmental school. The foundational leaders will provide an inclusive environment where individuals are free to share their personal views and ambitions. Such an environment inspires enthusiasm and passion.
4. Fostering Effective Teams – Foundational leaders are responsible for exercising institutional synergetic teamwork throughout the school. This is key to building successful, resilient schools. The success depends on the leader's ability to work through others because no one person can master all the sources of information to make good decisions.

The processes of systemic renewal and change are ongoing. Since the moment TriEA was conceived there have been changes and open-dialogue debates. It is our goal as the Sponsoring Entity to ensure our foundational leaders and teachers embrace this philosophy as we grow and change together.

Because our primary pedagogical strategy is project-based learning, a leader's ability to think and construct the development of their staff using the foundational ideas of PBL is important. Our employment application's lead-in question will be centered on this ideal: *What single project or task would you consider your most significant accomplishment in your career to date?* Using this as the precipice for diving into their personal management style, ability to think critically, act decisively, and produce the highest level of quality work product – this gives telling insight into their ability to articulate and hit the appropriate highlights when they were most impactful. Follow-up questions might look like: *Can you give an overall detailed view of the accomplishment? Tell us how you involved others in the success of this accomplishment? What were the actual results achieved? When was this and how long did it take? What mechanisms did you develop to receive feedback? Why were you chosen? Where did you go the extra mile, show flexibility, or take initiative? Describe the environment and resources? How did you know you were on target and going to meet your goals? What were some of the biggest*

*mistakes that you made? What tasks did you not care much about and how did you handle them? Give some examples of how you managed and influenced others? What would you do differently if you could do it again? What type of formal recognition did you receive?*

Training for potential leaders will focus on environmental curriculum development, project/inquiry/community-based learning, differentiation, fiscal accountability, and data driven instruction.

2. TriEA’s plan for establishing a pipeline for potential leaders within the school center on five points: 1) proficient or exemplary performance in each of TriEA’s competency domains (*I. Professional Development; II. Planning and Assessment; III. Instructional Strategies; IV. Learning Environment; V. Personal Authenticity*); 2) the individual’s informal leadership style and ability to gain the trust of peers; 3) ability to drive initiatives deemed important to the mission and vision of the school; 4) record of improving collaboration with families and community; and 5) advocating for innovative student learning opportunities within the profession.

Development for these individuals consist of creating more opportunities for these individuals to exercise their leadership roles in support of student learning by: 1) creating hybrid roles for teachers allowing them to be in the classroom part-time and focus on learning outside the classroom as an instructional coach, curriculum coordinator, etc.; 2) creating shared leadership opportunities that allow input into policies, curriculum, and professional development through TriEA’s Culture Advisory Team; 3) having common planning time and release time to collaborate with peers; 4) recognizing teacher leaders as key to improving scholar achievement, and 5) developing teacher leadership share networks to discover and implement best practices. Each of these 5 opportunities in concert help build the confidence of a future leader so when the time is right, they are sufficiently able to enter a leadership role with success.

At this time, there are no known candidates for occupying future leadership positions.

### Organization-Wide Staffing

1. Complete the staffing chart below, outlining the staffing plan for your campus(es), as applicable. The staffing chart and your narrative response should identify the following:
  - a. Year one positions, as well as positions to be added in future years;
  - b. Administrative, instructional, and non-instructional personnel;
  - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - d. Operational and support staff.

Adjust or add functions and titles as needed. *Delete rows or tables for grade configurations that do not apply.*

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Primary Campus Staff</b>					
Grade Levels Served	K-1	K-2	Pre-K4-3	Pre-K4-4	Pre-K4-5
# of Sections/# of Scholars (24 per sect) (14 per sect Pre-K, 2 sessions, 4 classes)	6/144	9/216	14/344	17/416	20/488
Chief Executive Officer [Administrative Principal]	0.6	0.7	0.7	0.5	0.5
Chief Academic Officer [Academic Principal]	0.6	0.7	0.7	0.5	0.5
Dean of Scholars [Asst. Principal]	0.6	0.7	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
Dean of Instruction [Asst. Principal]	N/A	0.7	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
Dean of Administration [Ops Reporting]	0.6	0.7	0.7	0.5	0.5

Dean of Operations [Ops Logistics]	N/A	0.7	0.7	0.5	0.5
Add'l Campus Leadership Position 1 [Literacy/ESL Coach]	N/A	0.7	0.7	0.5	0.5
Add'l Campus Leadership Position 2 [Special Populations Coordinator]	0.6	0.7	0.7	0.5	0.5
Add'l Campus Leadership Position 3 [STEM Coach]	N/A	N/A	0.4	0.4	0.4
<b>Classroom Teachers [Core Subjects]</b>	<b>6.0</b>	<b>9.0</b>	<b>12.0</b>	<b>15.0</b>	<b>18.0</b>
Classroom Teachers [Specials]	2.0	3.0	4.0	5.0	5.0
Classroom Teachers [Special Pops]	0.5	1.0	1.0	2.0	2.0
Teacher Aides [Kinder & 1 per grade]	4.0	5.0	7.0	8.0	9.0
Classroom Teachers [Pre-K, 2 sessions a day each – AM/PM]	N/A	N/A	2.0	2.0	2.0
Student Support Position 1 [Social Counselor]	N/A	0.5	0.5	0.5	0.5
Student Support Position 2 [Librarian]	N/A	N/A	0.3	0.3	0.3
Specialized Campus Staff 1 [Nurse]	N/A	0.5	1.0	1.0	1.0
Specialized Campus Staff 2 [Aftercare*]	0.5	1.0	1.0	1.0	1.0
Campus Ops Support [Café/Custodian]	1.8	2.8	3.5	3.5	4.5
Campus Ops Support [Assistant/Receptionist]	0.6	1.0	1.0	1.0	1.0
Campus Ops Support [IT/Facilities Tech]	0.6	0.7	2.1	1.5	1.5
Campus Ops Support [Off Manager/HR]	0.6	0.7	0.7	0.5	0.5
Campus Ops Support [Community Liaison]	N/A	0.5	0.5	0.5	0.5
Campus Ops Support [PEIMS/Registrar/Attendance]	N/A	0.7	0.7	0.5	0.5
Campus Ops Support [Registrar/Attendance]	N/A	N/A	N/A	0.5	1.0
<b>Total FTEs at Primary campus</b>	<b>19.6</b>	<b>32.0</b>	<b>43.9</b>	<b>48.2</b>	<b>53.7</b>
<b>*Salary partially paid by parent fee</b>					

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Secondary School Campus Staff</b>					
Grade Levels Served	6	6-7	6-8	6-9	6-10
# of Sections/# of Scholars (28 per sect)	3/84	6/168	9/252	12/336	15/420
Chief Executive Officer [Administrative Principal]	0.4	0.3	0.3	0.5	0.5
Chief Academic Officer [Academic Principal]	0.4	0.3	0.3	0.5	0.5
Dean of Scholars [Asst. Principal]	0.4	0.3	1.0	1.0	1.0
Dean of Instruction [Asst. Principal]	N/A	0.3	1.0	1.0	1.0
Dean of Administration [Ops Reporting]	0.4	0.3	0.3	0.5	0.5
Dean of Operations [Ops Logistics]	N/A	0.3	0.3	0.5	0.5
Add'l Campus Leadership Position 1 [Literacy/ESL Coach]	N/A	0.3	0.3	0.5	0.5
Add'l Campus Leadership Position 2 [Special Populations Coordinator]	0.4	0.3	0.3	0.5	0.5
Add'l Campus Leadership Position 3 [STEM Coach]	N/A	N/A	0.6	0.6	0.6

Classroom Teachers [Core Subjects]	4.0	4.0	8.0	12.0	16.0
Classroom Teachers [Electives]	1.0	5.0	6.0	10.0	12.0
Classroom Teachers [Special Pops]	0.5	1.0	1.0	2.0	2.0
Teacher Aides [ELA/Science]	N/A	1.0	2.0	3.0	3.0
Student Support Position 1 [Social Counselor]	N/A	0.5	0.5	0.5	0.5
Student Support Position 2 [Librarian]	N/A	N/A	0.2	0.2	0.7
Student Support Position 3 [Academic Counselor]	N/A	N/A	N/A	1.0	1.0
Student Support Position 4 [Career & College Counselor]	N/A	N/A	N/A	N/A	1.0
Specialized Campus Staff 1 [Nurse]	N/A	0.5	0.5	0.5	0.5
Specialized Campus Staff 2 [Aftercare*]	0.5	1.0	1.0	1.0	1.0
Campus Ops Support [Café/Custodian]	1.2	1.2	1.5	3.5	4.5
Campus Ops Support [Assistant/Receptionist]	0.4	1.0	1.0	1.0	1.0
Campus Ops Support [IT/Facilities Tech]	0.4	0.3	0.9	1.5	1.5
Campus Ops Support [Off Manager/HR]	0.4	0.3	0.3	0.5	0.5
Campus Ops Support [Community Liaison]	N/A	0.5	0.5	0.5	0.5
Campus Ops Support [PEIMS/Registrar/Attendance]	N/A	0.3	0.3	0.5	0.5
Campus Ops Support [Registrar/Attendance]	N/A	N/A	N/A	0.5	1.0
<b>Total FTEs at Secondary campus</b>	<b>10.4</b>	<b>19.0</b>	<b>28.1</b>	<b>43.8</b>	<b>52.8</b>
<b>Staff</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Total FTEs at Primary campus</b>	<b>19.6</b>	<b>32.0</b>	<b>43.9</b>	<b>48.2</b>	<b>53.7</b>
<b>Total FTEs at Secondary campus</b>	<b>10.4</b>	<b>19.0</b>	<b>28.1</b>	<b>43.8</b>	<b>52.8</b>
<b>Total organization FTEs</b>	<b>30</b>	<b>51</b>	<b>72</b>	<b>92</b>	<b>106.5</b>

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. State the teacher-student ratio to be maintained. As well as the ratio of total adults to students for the school.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Primary and middle school will be co-seated in the same building during the first three years. Once the 9<sup>th</sup> grade becomes a reality in Y4, secondary and primary will split into two different spaces. In Y4, TriEA will have PreK-4<sup>th</sup> grade and 6-9<sup>th</sup> grade. In the campus staff chart, 0.5 or 0.3 represents an individual who supports both Primary and Secondary schools, while 1.0 indicates a staff member that is dedicated to supporting that one school.

2. The school has two leaders with clearly defined roles. The Chief Executive Officer (CEO) is responsible for the campus logistics, charter administrative duties, and has final authority in hiring and firing of employees. The Chief Academic Officer (CAO) is responsible for the curriculum, instructional programs, and teacher performance. Both are responsible for the quality of the educational experience for all stakeholders, scholar achievement and growth, and strategic planning. To maintain an appropriate level of connection with the staff and scholars, there will be a TriEA Culture Advisory Team made up of natural leaders of elected teacher and staff who will advise the leadership team of Deans and Administrators each month. Recurring agenda items and norms for such a meeting will be agreed upon each semester with a forum for discussion and next steps.

In Primary, TriEA will recruit 24 scholars per class. Scholar to teacher ratios including core, specials, SpEd, and TAs average to 12:1 over the first 5 years. In Secondary, TriEA will recruit

28 scholars per class. Scholar to teacher ratios including core, electives, SpEd, and TAs average to 13:1 over the first 5 years. In Primary, adult to scholar ratio average to 7.5:1 and in Secondary that average is 8:1.

### Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the sponsoring entity and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment O.4**, any personnel policies or an employee manual, if developed.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment O.5** any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. State if the school intends to follow the state Professional Development Appraisal System (PDAS) or submit as **Attachment O.6** any local teacher evaluation tool(s) already developed
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
8. Provide in **Attachment O.7**, a Supplemental Human Resources Information Form (use the template provided by the TEA) for ALL paid positions required to operate the proposed school in year one and at capacity. Ensure that your submission includes ALL positions including administrative staff such as: CEO/superintendent, financial officer, principal, assistant principal, director, and assistant director.

**NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.**

**NOTE: Charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and job duties would earn. See 19 TAC §100.1022(c)(2)(B)(i).**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

1. The organization chart for Sustainable Education Solutions (sponsoring entity) and Trinity Environmental Academy is Attachment G.2. It shows the relationship and positions within the two organizations currently and in the coming 5 years after the opening of TriEA. Each of these positions job responsibilities and roles will grow, splitting out into different positions depending on the talent TriEA employees. Current (volunteer) positions that are filled are that of the Board of Directors; Jennifer Hoag, President and Director; Lisa Tatum, Vice President and Director; Megan Arredondo, Treasurer and Director; Dhriti Pandya, Secretary and Director and Carolynne Chancellor, Director. The relationship between the sponsoring entity and the school is managed by the CEO and CAO. All TriEA employees will be at-will with yearly notifications of

return/non-return. The employee handbook is not developed at this time, but will be completed on a timeline set forth by TEA.

The two school officers will be responsible for and have oversight of the school are the Chief Executive Officer (CEO) and the Chief Academic Officer (CAO). To understand the roles and responsibilities of these two officers, here is a basic understanding of how the two roles work together to support TriEA:

<b>CEO</b>	<b>Both</b>	<b>CAO</b>
Campus budget, accounts payable, fiscal accountability	Culture of high standards and expectations of both scholars, teachers, and staff	Compliance with various laws in education, both federal and state
Safety and compliance, facilities management	Recruitment of high performing staff and teachers	Development and implementation of the instructional program and culture of learning
State reporting and data management	Short and long-term strategic planning for the entire school	Provide and direct all instructional training, scholar schedules, and testing
Campus operations and information technology	Creation and implementation of strategic goals	Monitor and approve all instructional expenditures
Teacher, staff, scholar recruitment, and record keeping	Creating and communicating mission, vision, and core values	Development and oversight of Special Pop/Ed and ESL programming
Community outreach, environmental advocacy, school's technical environmental development, parent liaison, and grants	Manage relationships and information directed by the sponsoring entity to the teachers, staff, scholars, parents, and community	Reporting and analysis of scholar performance and academic achievement
Human resources, final hiring/firing decisions, backgrounds, compliance	Develop and adhere to policies and procedures	Parent communication around school activities and scholar performance
Child nutrition compliance and integration of farm-to-school sourcing	Environmental education advocacy and ensuring the mission and vision of the school is maintained	Scholar code of conduct development and implementation

This dual leader organizational structure is similar to that of the 2013 Broad Prize for Public Charter Schools winner, Uncommon Schools, which they were commended for. This design allows the academic officer to focus on scholar learning, while the executive officer manages the business of running a school.

2. The salary ranges for the staff and teachers are broken into 4 different groups, while benefits for all remain the same. Incentives for performance will be offered in raises and bonuses

depending on the outcomes of their evaluation, student achievement, fiscal responsibility, and specific job related performance goals.

<b>Job Group</b>	<b>Salary Ranges, Y1-Y5</b>	<b>Benefits</b>	<b>Performance Incentives</b>
Administrative Leaders ( <i>Deans, coaches, Admin</i> )	\$50,000-\$95,000	Standard TRS retirement and benefits package; TRS-ActiveCare 1 school and State contribution of \$225; support in connecting with employee paid short/long-term disability, dental, life insurance, etc.	Yearly raises from 0%-5%; Incentives range \$1000-\$4000 based on performance metrics
Classroom Teachers ( <i>K-12 core and non-core</i> )	\$36,000-\$60,000; Stipends for tutoring, clubs, athletics, lead, testing, master teacher, etc. \$500-\$5000		Yearly core raises from 0%-10%; non-core 0%-6%; Incentives ranges from \$500-\$2000 based on performance metrics
Scholar Support ( <i>Counselor, librarian, nurse, TA, Pre-K</i> )	\$18,000-\$60,000; Stipends for tutoring, clubs, athletics, testing, etc. \$500-\$3000		Yearly raises from 0%-5%; Incentives range \$500-\$2000 based on performance metrics
Campus Operations ( <i>IT, Facility, Admin, PEIMS, Café</i> )	\$20,000-\$55,000; Stipends for clubs, athletics, etc. \$500-\$2000		Yearly raises from 0%-5%; Incentives range \$500-\$1000 based on performance metrics

In this model, high-performing teachers will have the opportunity to have higher raise percentages than the administration. They also have the opportunity to become master teachers, acting as in-class models of teacher effectiveness, setting high expectations, a pinnacle for scholar performance, peer coaching, and exemplar lesson planning development.

3. Finding qualified teachers who truly share in the vision as passionately as the leaders of the school will is always a challenge. Personal interviews with elementary teachers were conducted to identify and determine the relative importance of barriers to environmental education. Results indicated that lack of time (both in the school day and for preparation) was the most important barrier. Other important logistical barriers were lack of instructional materials and lack of funding. Conceptual barriers included a nearly exclusive focus on science and an emphasis on the cognitive aspects of environmental education. Another barrier stemmed from teachers' misgivings about their own competence to teach educational education. Although teachers generally had positive attitudes toward environmental education, most lacked the commitment to actually teach it.

A mitigating solution is creating specific interview tools that narrow our candidates down to committed, knowledgeable, and passionate environmental leaders who demonstrate an ability to think and operate in a project-based mindset. Developing intentional training, schedules, and culture that articulate the time commitment to plan effective lessons and continuously providing



proof that environmental education motivates scholars to learn through studies, research, national-wide initiatives designed to grow the EBE mindset.

The timeline for finding high quality staff members to bring TriEA on line has already started. The sponsoring entity and the proposed CEO are already entrenched in education in the Dallas area and are having discussions with high-qualified teachers and staff who are indeed supportive and interested in being founding members. Upon notification in April 2014 of making the cut-off of completeness and eligibility, the sponsoring entity and proposed CEO will continue their quest in recruiting the most competent, highly qualified staff and teachers in order to close the achievement gap in south Dallas. To attract top talent, our plan is to explain our work place philosophies that cover the following:

1. Selling the mission and vision of a project-based science and engineering school that teaches through the lens of the environment using The Great Trinity Forest and surrounding community as a learning laboratory – growing those boundaries from local in primary, to national in middle school and global focus in high school
2. Recruit a diverse group of individuals who bring a wealth of personal and professional experience representing the best of Dallas’ talent with ultimate regard for the area/population we serve and who subscribe to a servant leadership mentality
3. Consistently maintain staff ratios of 12:1 for teacher to scholar and 8:1 adult to scholar by being open to staff needs and preparing for changes as they occur
4. Developing a solid holistic teaching approach that focuses on scholar attitudes, skills, discipline, combating issues of poverty, and exposure to the diverse aspects of life
5. Actively and continuously cultivate school conditions that are positive and supportive, enabling growth and satisfaction of both teachers and scholars
6. Providing exceptional instructional support to allow for growth and creating unique teaching opportunities that work to support the mission of an environmental school
7. Developing effective pre-service and in-service professional develop targeted towards the diverse needs of the staff and scholars
8. Offer adequate autonomy and administrative support by providing measurable objectives that are relevant and have meaningful impact
9. Focus on a healthy space environments that support scholars and teachers – healthy spaces equal happy faces
10. Communicating potential raise and recognition structures favor teachers over administration

In our search for highly qualified teachers, TriEA will follow the minimum guidelines set forth by the TEC and NCLB in that K-6 teachers, 7-12 core teachers, special education, bilingual, and CTE teachers will have a Bachelor’s degree, be certified to teach in Texas, and demonstrate competency in their core academic subject area. All other teachers are required to have a high school diploma as a minimum.

Key selection criteria will not necessarily be focused on meeting the principles of the mission and vision of TriEA. Since most teachers are familiar with PBL and UBD – maybe less familiar with teaching through an environmental lens and community-based education – as long as they demonstrate they are “open to learning” and provide evidence of “flexibility” in their previous experience, the leadership team will teach them how to fulfill the mission and vision of TriEA.

4. The process for hiring consists of posting the position(s) in various formats/outlets/websites, accepting applications and resume's, reviewing applications, passing a short phone interview, informally visiting the campus as a culture fit assessment for the candidate , scheduling a formal interview with the hiring manager, completing a performance task (model lesson or work scenario written response), panel interview for leadership positions, and final short interview/culture fit review with the CEO when not a part of the panel interview. CEO and CAO are interviewed and hired by the SES Board of Directors.

TEA requires that applicants for a Texas certification must be fingerprinted through the DPS vendor, unless the applicant currently resides outside Texas, and is unable to utilize a Texas location. Individuals subject to fingerprinting for compliance with TEC Chapter 22, Subchapter C must utilize the digital fingerprinting method. TriEA will follow the process set forth by TEA for each employee with regards to background checks and finger printing.

The process for reprimanding/firing employees consists of formal recorded verbal warning(s), written warning(s) outlining specific violations and corrections, growth plan/performance improvement plan with termination as an option, and termination for not meeting the agreed growth plan. For more egregious violations of the employee handbook code of conduct, immediate suspension of duty, relinquishing of school property, and escorting off of school property as a minimum pending formal review of the situation by administration and CEO. A grievance policy in the employee handbook will outline the procedures to appeal any decision to the SES Board of Directors.

5. In accordance with the Commissioner-Recommended Administrator Appraisal Process; Texas Administrative Code, Chapter 150, Commissioner's Rules Concerning Educator Appraisal Subchapter BB, Administrator Appraisal; all TriEA school officers will be evaluated using an appraisal system with the 10 Performance Domains and Descriptors as its core. School officers are identified as the CEO, CAO, Dean of Scholars, Dean of Instruction, Dean of Operations, and Dean of Administration:

(a) The domains and descriptors used to evaluate each administrator in a school district may include the following:

(1) Instructional management. The administrator promotes improvement of instruction through activities such as the following: monitoring student achievement and attendance; diagnosing student needs; helping teachers design learning experiences for students; encouraging the development and piloting of innovative instructional programs; and facilitating the planning and application of emerging technologies in the classroom.

(2) School or organization morale. The administrator fosters a positive school or organization morale through activities such as the following: assessing and planning improvement of the school, school district, or community environment; reinforcing excellence; promoting a positive, caring climate of learning; and using effective communication skills.

(3) School or organization improvement. The administrator promotes leadership in efforts to improve the school or organization through activities such as the following: collaborating in the development and articulation of a common vision of improvement; encouraging appropriate risk-taking; and ensuring continuous renewal of curriculum, policies, and methods.

(4) Personnel management. The administrator manages personnel effectively through activities such as the following: delegating appropriately; recognizing exemplary

performance of teachers and staff; encouraging personal and professional growth and leadership among the staff; complying with applicable personnel policies and rules; securing the necessary personnel resources to meet objectives; and evaluating the job performance of assigned personnel.

(5) Management of administrative, fiscal, and facilities functions. The administrator manages administrative, fiscal, and facilities functions responsibly through activities such as the following: obtaining broad-based input for fiscal or financial analysis; compiling reasonable budgets and cost estimates; ensuring that facilities are maintained and upgraded as necessary; and managing a broad range of school operations (for example, attendance, accounting, payroll, transportation).

(6) Student management. The administrator promotes positive student conduct through activities such as the following: helping students develop a sense of self-worth; developing and communicating guidelines for student conduct; ensuring rules are observed uniformly; disciplining students for misconduct in an effective and fair manner; supporting collaboration by working with faculty; and encouraging the participation of students and parents.

(7) School or community relations. The administrator promotes a positive tone for school or community relations through activities such as the following: fostering collaborative educational efforts among members of the total school community; articulating the school mission and needs to the community; seeking support for school programs; and involving himself or herself in community activities that foster rapport between the school district and the larger community.

(8) Professional growth and development. The administrator provides leadership in professional growth and development through activities such as the following: participating actively in professional associations; conducting himself or herself in an ethical and professional manner; disseminating ideas and information to other professionals; and seeking and using evaluative information for improvement of performance.

(9) Academic excellence indicators and campus performance objectives.

(10) School board relations (for superintendents only). The superintendent promotes and supports a positive relationship with the school district board of trustees through activities such as the following: meeting the board's needs for information; interacting with board members in an ethical, sensitive, and professional manner; demonstrating competence in written and verbal communications to the board; and recommending policies to the board to enhance teaching and learning.

All school officers will be responsible for creating and setting performance objectives for themselves and their respective departments based on meeting the goals of the TriEA Education Plan, with SES Board review. The performance objectives would include development and performance related goals that are established at the start of the school year and evaluated after the school year closes out. Mid-year and Year-end evaluations will include a rating against a set of competencies (similar to those developed already for the teachers/staff) presented by the TriEA Culture Advisory Team and approved by the board that align with the 10 Domains and Descriptors above. In addition to the evaluation against the established competencies, each school leader will be given a mid-year “common assessment of skill progression” from their supervisor, peers, and direct reports – with the expectation these are used to guide the leader professionally. For all school leaders, these will be formative and non-evaluative except for the

CEO and CAO. Since these two positions are seasoned administrators who set the tone for the entire school and community at-large, this assessment of skill development will be a part of their evaluation, along with input from the board, teachers, staff, and parents. Recommendations from the Chairperson of the TriEA Culture Advisory Team will be made of the CEO and CAO and presented to the board. The purpose is to create a culture of collaborative leadership and support where all stakeholders can have a voice in the leadership and development of Trinity Environmental Academy.

The CEO is responsible for evaluating the Dean of Operations and Dean of Administration. The CAO is responsible for evaluating the Dean of Scholars and Dean of Instruction. Each of these leaders are subsequently responsible for their direct reports as seen on the SES and TriEA Organization Chart.

As a minimum, all school officers will undergo training as provided in 19 TAC, §§100.1103- 100.1105. Additionally, training around environmental curriculum development, project/inquiry/community-based learning training, Generally Accepted Accounting Principles (GAAP) training, and any other professional development opportunities required by the State Board of Education or TEA. School officers will also take advantage of regional charter conferences and leadership training at their local education service centers.

As the sponsoring entity/charter holder, Sustainable Education Solutions board members will comply with the non-delegable duties listed in 19 TAC, §100.1033(c)(6)(C). Attachment O.5 indicates that at this time, leadership evaluation tools have not been developed.

6. At TriEA, we recognize the value of professional development and peer collaboration. Charter schools have traditionally attracted highly motivated, passionate educators who are early in their careers – drawn by the innovation, creativity, and autonomy that charters can bring to urban environments. This requires more strategic planning on the part of the school leadership team in order to maximize time on campus, differentiated PD based on skill levels, finding appropriate off campus opportunities that limit the impact of campus absences and are budget conscious.

General topics for PD will be based around balanced literacy, culture management, teacher development, academic development, and scholar intervention. More specifically, school leaders will focus on maintaining a culture of continuous improvement by creating a professional development framework that includes:

- Instructional design practices: common unit and lesson planning, common assessment
- Common language development: aligning cultural vocabulary for both academic and professional success
- Vertical content articulation design: ensuring themes and expectations from previous years align to set the foundation for the succeeding year
- Horizontal scope and sequence design: ensuring thematic, project-based, interdisciplinary
- Content area specialization: developing a deeper competency of one's own subject as well as supporting reading, writing, math, and science concepts in every classroom
- Task specific rubric design: aligns teachers around a culture of rubric assessment
- Environmental education standards and practices: aligning EE National standards into the cultural fabric of the school
- Critical thinking in the classroom: targeting high impact learning strategies
- Goal setting and professional development planning: focused on continuous adult learning and development

One of the first elements of development is peer collaboration in the form of Professional Learning Communities (PLC). At TriEA, these will take the form of vertical alignment teams, horizontal alignment teams, and culture advisory teams that meet during the school day. These collaborative teams will have set agenda items based on data analysis and cultural observations, chaired by a team lead as a regular part of the scheduled school week. These offer a venue for idea exchanges and the collaborative processing of school initiatives ensuring all voices are fairly leveraged.

In addition to school holidays and extending scholar time off to incorporate in-service PD at various times during the year, TriEA will have an early release every Wednesday. This weekly release will be strategic and target monthly predetermined PD activities designed to train teachers on classroom effectiveness strategies. Non-teaching staff will also have development of their own, sometimes combined with the teaching staff. Each Wednesday of the month will be planned on the academic calendar, including offering at least one Wednesday where teachers and staff leave right after the scholar carline has finished so they can enjoy the rest of the day or take care of personal needs. A responsible work-life balance is the key to the success of TriEA – so we will encourage it and make it a part of our strategic planning.

Another powerful PD opportunity is the ability to observe peers in their teaching practices. TriEA will utilize a tool that will focus on 6 areas during this observation to help guide them and improve the impact and reliability of their visit. Those areas include: Class preparation, organized presentation of ideas, use of pedagogical techniques, teacher's observation of scholars, curriculum content, overall engagement and teacher connection. Their instructional coach or Dean then reviews these peer observations in an effort to guide their development.

At TriEA, we also recognize other schools are doing amazing work and in the spirit of collaboration, we plan to partner with other schools to leverage best instructional practices. Providing the opportunity to tour or visit other exemplary top-tier charter schools in the area to observe their teaching methods, data usage, curriculum tools, management strategies, and technology platforms is also part of teacher development. Teachers who understand the opportunities and limitations that other teachers face can help bring context to the issues and allow us to be more strategic in our approach in closing the achievement gap for our scholars.

In addition to the above listed professional development strategies – PLCs, weekly/monthly PDs, peer observations, networking with other charter schools – TriEA's mission will require targeted learning in teaching through an environmental lens, project and community based learning, service-learning, intercultural competencies, cross-curricular planning, and balanced literacy. These will manifest as either campus training or off-campus workshops/PD for the entire teaching staff where possible.

In keeping with TEA expectations, our teachers will also receive the annually required development trainings in confidentiality, human resources, special education law, response to intervention, health services, etc. The protection, safety, and security of our scholars and the data will be the highest priority at TriEA.

The CAO is responsible for the evaluation and developmental growth of teachers and other instructional staff. Because teacher development can be one of the most impactful systems a school can administer, development practices will be implemented with the support and assistance of the CEO, Dean of Instruction, Literacy Coach, STEM Coach, and vertical and horizontal team leads. Evaluation of teachers and instructional staff will be the sole responsibility of the CAO and Dean of Instruction.

The CAO and Dean of Instruction will be in classrooms observing and participating in

academic development meetings every day. This means teachers will have the opportunity for observation and feedback several times a month. These sessions act as a cumulative assessment of teacher performance and allow for a more accurate review of effectiveness and scholar achievement.

Of course, teacher effectiveness starts with understanding expectations and having the opportunity to participate in trainings that are differentiated towards their experience and needs. This is where training in charter schools fall short - it is typically planned to the lowest common denominator and rarely differentiated to skill level. TriEA will plan according to individual needs. Intentional use of surveys and feedback from the Culture Advisory Team will determine if the leadership team is meeting teacher development needs.

An established set of domains and competencies will be produced focusing on the following areas, which TriEA believes provide the most impactful measures of teacher/staff success:

<b>Domains</b>	<b>Competencies/Indicators</b>
I. Professional Development	Continuous learner, reflective, collaborative, culture builder, effective communicator, compliance, honorable
II. Planning and Assessment <i>(assessment/curricular applies only to teachers)</i>	Goals and objectives, standards-based, data driven, resourceful, knowledgeable, balanced literacy, cross-curricular, technology-rich, authentic assessment, reflective, intervention, extension
III. Instructional Strategies <i>(applies only to teachers)</i>	Environmental lens, service and community-based learning, PBL, balanced literacy, intercultural competency, critical thinking, differentiation, modeling, mastery/fluency checks
IV. Learning Environment	High expectations, effective communicator, professional, results driven, student centered, relevance, positive culture, procedural, behavioral manager, instructional momentum
V. Personal Authenticity	Being available, kind, compassionate, transparent, real, thoughtful, and yourself

The success of a teacher is also dependent on establishing a curriculum with a horizontally and vertically vetted scope and sequence aligned with the TEKS. More information about the process and TriEA’s philosophies regarding its development can be found in the Education Plan under curriculum and instructional design.

Goal setting is imperative to a school’s success, and will be a key strategy that TriEA uses each year – setting and tracking scholar goals, teacher performance, operational, development for staff, and mission and vision aligned goals. To meet these goals, protocols will be set for regular observations and feedback where teachers and staff are observed multiple times a month and offered constructive standards/mission aligned feedback in order to grow as an organization to meet the needs of the scholars and community we serve.

In addition to coaching and feedback, support with data analysis is also an administrative strategy at TriEA. The question “Are you are on track to meet your goals and how do you know?” is what all leaders and teachers will be able to answer with evidence any given time during the year. While data analysis is common in schools today, we are going to our focus is on those measures and metrics yielding targeted results that speak to both performance and culture.

Our teacher evaluation tools that have been developed are in Attachment O.6.

7. Aligning to the mission and vision of the school is paramount for the success of the school for all leaders and staff. Sometimes the right people are on the bus, but not in the right seat. And occasionally, then bus needs to stop and let someone off. First however, you need to make sure your tools for candidate selection and workplace support are strong in order to assess accurately and quickly when changes need to be made. In the book, From Good To Great, Jim Collins discusses how you prevent changes/turnover from having to happen once you invite someone onto your bus.

1. Your people decisions matter. Who is on the bus sends a message to staff about what types of behavior and performance are acceptable. Be decisive and thorough, but quick to make changes as necessary.
2. What you measure has impact. It shows what you value. Be open and transparent about your results and speak to what you value.
3. Provide consistent, ongoing communication. This keeps the vision alive and steers the ship. It demonstrates that leadership has a pulse of the organization.
4. Create powerful, catalytic mechanisms. These provide purposeful, proven tools and strategies – giving everyone the same directions.
5. Maintain super, compulsive consistency. It helps everyone believe in the mission – even when it seems impossible.
6. Believe in the fly-wheel effect (things will work even though your not there) – which is driven by tangible results. People want to be a part of something that works. They want to own it when no one is looking. People crave success.

Beyond aligning with the mission of the school, the TriEA team must have agreed upon shared values and social norms. Shared values are things like: believing all scholars have the ability to achieve great things; we embrace holistic learning teaching the whole child; opinions at work are shaped around data, facts, and research; or a driven ethic of excellence remains evident in our communication, policies, and systems. Social norms can be: assuming positive intent; respect all individuals; be solution oriented; or we become active learners when we don't know what to do. These ideals help further align employees to the work they signed up to do when they were hired. When these are present, employees are more satisfied, tend to stay longer, and perform better.

However, change is the one constant in the environment – so we anticipate some turnover from year to year in leadership and in staff. The most effective tools a manager has is their time and ears. Other than family, relocation, or salary reasons - people tend to want to leave because they don't believe they can contribute to the organization any longer or have lost focus as to why they are in teaching to begin with. Statistics show 50% of teachers leave the profession within the first 5 years. A few leave because they no longer believe they are the change agents they'd hoped – but merely pawns in a political game between administration and the communities they serve. The rest leave because they cannot keep pace with the work and ever-changing environments from leaders who jump onto the next idea that will increase scholar achievement.

TriEA leaders are aware of the challenges teachers face and will encourage an open dialogue where they can voice their concerns in a supportive culture to promote high retention rates. In order to have a pipeline of potential teachers, TriEA is partnering with Paul Quinn College and the University of North Texas – Dallas to support their resident teacher internships. This allows

potential new teachers an opportunity to know about TriEA and for us to assess talent and drive.  
8. SHRI forms filled out for all paid employees as Attachment O.7.

### Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe 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 accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Professional development of teachers and academic deans is the responsibility of the Chief Academic Officer, while development of the administrative and operations employees is that of the Chief Executive Officer. As a team, the CAO, Dean of Instruction, and the Literacy Coach work together to assess needs and plan appropriate PD. In the same vein, the CEO, Dean of Operations, and Dean of Administration work together to assess and develop training for the support staff and collaborate with the CAO to ensure all logistical/legal training is provided.
2. Core components of professional development center around environmental based education (EBE), project-based learning (PBL), community/place-based education (PBE), data driven instruction (DDI), Understanding by Design (UbD), and Special Populations targeted training as required/needed. Each of these help teachers align themselves with the mission and vision. PD will be both internal and external – specifically having EBE experts coming onsite to support curriculum development. In the beginning, all training will be uniform. As TriEA grows, we will begin to differentiate development based on tenure and knowledge.
3. At the start of the school year, four days before in-service, all new TriEA teachers will have a 4-day professional development orientation centered on EBE (including some PBL and community/PBE). We will introduce the basics of UBD with unit and lesson planning tools, but this will be ongoing PD throughout the 1<sup>st</sup> semester. Each year we'd add more layers of UBD as it becomes the standard for planning at TriEA. Administrative and operations employees will participate in half of the first day and the closing activities of the last day so they have some frame of reference as to how scholars and teachers are working together.

The agenda for the 4-day orientation is summarized here:

- Day One: Addressing content standards and scholar achievement, standards-based instruction and adopted instructional materials, school site setting, systems-think approach about local community, program evaluation framework instrument.
- Day Two: Identify content standards to serve as basis of unit/lesson development, generate sets of units, review instructional materials, community-based investigations, role of learner-centered approach, components of cooperative and independent learning.
- Day Three: Organizing clustered standards and supporting questions, delineate learning objectives, identify connections, analyze role of collaborative instruction, identify



service-learning activities, develop unit planning matrix outlining the sequence of instruction.

- Day Four: Vision implementation statement and plan, roles, responsibilities, timetable, evaluation plans, team collaboration action plans, opportunities to celebrate success

After the initial orientation, we will continue with 3 more days of training on State mandated topics, school logistics, culture expectations, and school readiness. Teachers will have a full day and a half in their rooms to get ready for the first day of school. Our first 2-days of school are focused on culture with a framework developed and provided by the leadership team. Content instruction begins on the third day of school – which begins on a Monday giving teachers/leaders the weekend before to adjust if necessary.

- Day Five: Leadership/School Mission, Vision, Values, the TriEA Model, school logistics (facilities, schedules, calendar, policies, procedures, etc.) and State mandated training (FERPA/Confidentiality, health, HR, SpPops, ethics, etc.)
- Day Six: Leadership principles into practice, strategic plan review for first two days of scholar acculturation, TriEA culture and common language, workspace readiness
- Day Seven: Leadership readiness/logistics checks, workspace and school readiness
- First Day of School!

In no way do we believe this training alone will prepare teachers and staff for launching TriEA's model perfectly. We intend to offer small stipends for teachers to attend Region 10's Professional Development Cooperative trainings in the summer differentiated to their needs to help them get ready for breaking down the TEKS and developing vertical and horizontal alignment documents.

4. The school's calendar calls for 8 teacher/staff in-service days throughout the year. Additionally, each Wednesday releases approximately 1.5 hours early for PD and team meetings – as well as allowing teachers and staff to focus on maintaining a life-work balance by leaving soon after the scholars at least once each month. This equates to 93 hours of potential PD time built into the school calendar, outside of the school schedule. This time is focused on continuing to develop the TriEA model and focus on developing staff in differentiated ways based on campus needs. Anticipated topics for PD include, but are not limited to DDI, UBD/unit planner/lesson plan, cultural practices and classroom management, content area specialization, task specific rubrics design and implementation, environmental lens development, critical thinking and 21<sup>st</sup> century skills, performance goal setting for staff/scholars, etc.

In addition to the scheduled calendar PD, each teacher is a member of a horizontal grade level team (and vertical department level team in Secondary) that meet three times a week for 40 minutes each in the first year, which is 120 minutes a week or 72 hours a year. As the school's scholar population increases, we will be able to schedule common planning time for these teams to meet during their planning time. To start, this time is in the morning before school while the administrative and operations staff work open/support the school prior to first period. In a vertical (department) meeting a teacher might be aligning curriculum year-to-year, review data subject assessments, instructional strategies relevant to content, departmental needs assessments, etc. In a horizontal (grade level) a teacher might be reviewing interdisciplinary unit/lesson planning, PBL/STEM integration strategies, department share-outs, SSI/RTI and scholar performance, grade level fundraising, community service, admin feedback, and parent involvement.

## Performance Management

The TEA will evaluate the performance of every charter school annually according to a set of academic, financial, and organizational/governance performance standards that will be incorporated into the charter agreement.

Applicants may propose to supplement the TEA performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. The intent with our educational goals is to ensure that as an organization we are putting our unique, locally based, environmentally focused curriculum as our highest priority.
  - Goal #1 – With the environmental lens in mind, develop the scope and sequence including horizontal and vertical alignment documents prior to the start of the school year for each new grade level served. Measures will include the Vertical Alignment Document (VAD), Horizontal Alignment Document (HAD), Scope and Sequence for each grade level.
  - Goal #2 – At least one fully integrated (across core disciplines), community based, environmentally focused PBL that is developed, implemented, evaluated per semester, per grade level serviced per year. Measures – Teacher lesson plans, PBL scholar products, student/teacher end-of-project evaluations.
  - Goal #3 – 85% percent of scholars at or above grade level or demonstrate growth of 1.5+ years. Measures – NWEA MAP test results, STAAR Results (where applicable).
2. In order to meet our educational goals, our highest operational goals are centered on those that facilitate the high standards set for instructional practices.
  - Goal #1 – Recruit and maintain highly qualified faculty/staff. Measures – Teacher retention rates, teacher years of experience, teacher attendance rates.
  - Goal #2 – Average attendance rate of 97% for scholars. Measures – attendance records.
  - Goal #3 – To grow our network of community support services through partnerships by 50 organizations per year. Measures – Teacher lessons plans (field trips/in-class presentations), mentor logs, Community Liaison and Counselor reports
3. The Chief Academic Officer will manage data in Year 1 and transition this responsibility to the Dean of Instruction in subsequent years. Teachers will work with the Dean of Instruction and their grade level colleagues to cooperatively interpret the data through PLC discussions or during weekly professional development time. The Chief Academic Officer and the Dean of Instruction will coordinate and plan professional development to improve student achievement throughout the year.
4. Trinity Environmental Academy’s framework for analyzing, interpreting and utilizing data to improve student outcomes is based on the work of Paul Bambrick-Santoyo’s “*Driven by Data.*” School leaders will be trained on data driven instruction to strengthen their skills in leading teachers through the process of using data to improve student outcomes from reliable sources

such as Harvard’s Data Driven Instructional Improvement Process, ASCD’s Conferences and Institutes, among other training resources. School leaders will bring back what they have learned to supplement the framework in “*Driven by Data*” to train the teachers in ongoing professional development and with follow-up support on implementing the practices. Data driven instruction will be supported collaboratively through PLC planning time and direct support by the Dean of Instruction and Chief Academic Officer.

### Parent and Community Involvement

1. Describe what you have done to assess parent and community demand for your school.
2. Explain how you will engage parents and community members from the time that the school is approved through opening.
3. Describe the role, to date, of any parents and community members involved in developing the proposed school.
4. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 3 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities the school will offer to parents. (Charter Schools are public school and may not require parents to volunteer.)
5. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment O.8** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Do not provide petitions, meeting sign-in sheets, or other materials that violate the Public Disclosure Policy mentioned previously.*

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Trinity Environmental Academy has assessed demand in south Dallas since its inception in spring 2012. We began by reaching out to like-minded environmental organizations for input and feedback as potential partners in the school planning process. We met with the leaders of the Dallas Sierra Club’s Inner City Outings, the Children in Nature Network – North Texas Executive Chair, the Board President of the North Texas Master Naturalists, Education Director of the Trinity River Audubon Center as well as the Our Savior Community Garden’s Garden Coordinators which is part of the Gardeners in Community Development organization. Our next step was to reach out to Dallas city level officials including City Councilmembers surrounding the Great Trinity Forest in Districts 4, 5, 7, and 8. We spoke to the Mayor of Dallas’ Chief of Staff about TriEA’s place in the Grow South Initiative. In a meeting with the Office of the City Manager, we learned of potential properties and city resources that might be available to house Trinity Environmental Academy. We also met with the President of Paul Quinn College, a small, coeducational liberal arts institution affiliated with the African Methodist Episcopal Church in South Dallas, to discuss partnership opportunities including the celebrated We Over Me Farm, facilities use, and teacher internships through their educational degree programs. Similar discussions were held with leaders of the University of North Texas-Dallas, the only public university in the City of Dallas. We have kept in contact with supportive community members and parents through our updated website, [www.dallasgreenlearning.org](http://www.dallasgreenlearning.org), as well as sending updates through social media sources such as Facebook and Twitter.

We also held two community meetings to gauge community and parental support. The first,

held at Our Savior Community Garden in Pleasant Grove in January 2013, brought out thirteen supporters who toured the community garden and then listened as TriEA leaders gave an overview of the school and answered questions. On March 1, 2014, Paul Quinn College hosted three members of the Sustainable Education Solutions (SES) Board of Directors and thirty two community members at the hearing for Trinity Environmental Academy. The We Over Me Farm Manager began with a tour of the sustainability features and plans of the farm that was previously their football field. Indoors, Michael Hooten, proposed CEO of Trinity Environmental Academy, introduced the Vision of Trinity Environmental Academy and introduced the current Board of Directors of SES. Mr. Hooten then discussed the need, both locally and nationwide for schools like TriEA with a focus on science and engineering and why South Dallas is the ideal location for an environmentally based education program. Jennifer Hoag, SES' President described the mission of TriEA and the proposed educational program in K-12. Lisa Tatum, SES Vice President, then discussed our community outreach efforts and needs to date. Mr. Hooten then discussed the timeline of the charter application process and closed the meeting by asking for questions. The questions asked and their responses provided by Jennifer Hoag, SES Board President, and Michael Hooten, proposed CEO, included:

#### **TriEA Community Hearing – Q & A Session – Transcript**

These are a set of questions that was asked by the audience of 32 supporters and community members of south Dallas after the 20-minute presentation on the proposed charter school.

*Q&A 1. Do you have location yet for the school?*

We have had a meeting with the city economic development team about land opportunities in Dallas, we have also met with city leaders and councilmen where we've identified locals that would suite a school site. As far as a charter school goes, they can open in an old church, a shopping center – so a variety of options are being reviewed. According to the application, a location does not have to be determined before submitting, but it does help in identifying the population and area you want to serve. By the time we submit our application, we can say that it's quite possible we will have a location and can announce it at a later time.

*Q&A 2. What type of testing will you do throughout the year besides the standard State testing?*

In addition to the STAAR test, as charters are required to meet the same standards that a traditional public school meet, we are also going to do baseline testing using the TWEA MAP testing at the beginning and end of the year. As scholars progress, this data will be used year to year to mark progress and support scholars with specific learning needs.

*Q&A 3. I have a question about the accelerated 4x4 high school model you proposed and how that impacts the ability to take State exams?*

The STAAR now offers 3 different opportunities throughout the year to take STAAR EOCs in high school, with the exception of English I and II. This allows scholars to take their subject during the semester and take the corresponding EOC whether it be in December or May. Make-ups for either can be done in June or in the next testing cycle. English I and II are taken in March each year, but well will co-seat ELA and the writing strands so they meet every other day allowing for testing. Which just means that ELA and Writing will be a yearlong course. The flexibility to do this used to not be there when we were under TAKS since all testing was done in April. So we see it as a good thing to bring this type of schedule online.

*Q&A 4. Will the school day and school year be comparable to other schools?*

In Texas you can have up to 180 academic days, which we are proposing that we take advantage all of those days. To say you're going to have anything longer than that requires extra funding to pay teacher salaries and while it's an interesting concept, year-round schools, it's not something

that the general public has embraced. Concerning the day, we will have an extended day. Primary will be about 7 and a half hours, Secondary will be close to 8 hours a day. This is one of the things that charters have found success with and parents seem to like knowing their children are in school a little longer and not a home alone. Additionally we will have afterschool activities, clubs, and tutoring for scholars to participate in.

*Q&A 5. You talked about middle school and primary school students being outside during the school day. How much time do you see them spending outside each day?*

In primary, scholars will be outdoors longer than in middle school and high school. In middle school, we've built a schedule where you have common classes, some taught by the teacher giving you two 55 minutes blocks – where learning to happen outside in an authentic way. Additionally, as we teach interdisciplinary lessons, teachers would be taking advantage of opportunities to collaborate because they are aware of what content is unfolding before the scholars. In Primary specifically, we have a 2-hour window each day built in for environmental emergent learning which could include science and social studies, but the expectation is that teachers take advantage of this and plan for activities that involve the outdoors. When we get to the Pre-K stage of the school plan, they will spend most of their time at school outside.

*Q&A 6. With the students being outside more than normal, will they be required to wear a uniform?*

Uniforms help level the social and economic element for all scholars and nearly all charter and traditional districts in Dallas use uniforms. Will we have traditional ties and button down oxfords – likely not, but we will have uniforms. The uniform in K-12 will be focused more towards a rugged look with cargo pants, short and long-sleeve polo-like shirts, weather jackets, rugged shoes – even boots where necessary. With uniforms comes cost, but we will do everything we can to get the lowest price and even offer free/recycled uniforms where we can to help offset the costs. We are currently looking at a national company that offers a 6% rebate that goes directly to a uniform fund for low-income families that need assistance.

*Q&A 7. Thinking about kids going outside, what would the class size be?*

In Primary, we are looking at 24 scholars and secondary 28 scholars per class. We also have TAs for all grade levels in Primary, and TAs in Secondary by content. So a teacher would, in the beginning, not necessarily have to be outside with their entire class on their own. In Pre-K we'd have no more than 14 scholars per teacher.

*Q&A 8. Have you been outside with 24 kids at a time? How are you going to manage safety concerns with that many kids? Poison ivy, bee stings...*

That is a great question. Just as in the classroom while working with teachers on classroom management skills – we will have the same type of training but geared towards outdoor learning. We will work with teachers through observation and feedback, just like in the classroom to give them the skills to be successful in a non-traditional classroom setting. So concerning safety, would we want to take them on trails through the woods? Yes. Would we want them gallivanting around in an area that we've not been to before? Not necessarily. So, if we are able to get a location that is on the edge of the Trinity Forest, we would work with community environmentalist groups to help prepare the common spaces we would you most and make sure we identify hazards and remove them or if they're natural, use them as teaching opportunities. Safety is our first priority. I've worked as a master teacher with Terrell ISD in a Region 10 summer program where scholars were outside most of the day in the middle of the summer. All it takes is effective planning, training, and supplies for the staff and scholars to fall in line with the safety protocols we set. We'd also do the required safety training as needed.

*Q&A 9. What about using volunteers from the community or parents coming in and helping teachers while doing outdoor projects?*

Absolutely. Having parents and community members giving their time to the school sends a wonderful message to the scholars and really helps the school as well. Of course, completing an application for culture fit reasons and submitting to a background check would be necessary for each volunteer – but we could certainly manage that with administrative and teacher oversight. A school that does environmental based education cannot do it alone. No traditional school can, really. It's just not possible. In Gerald Lieberman's book, Education and the Environment, he talks specifically about lining up community support – some schools have up to as many as 500 organizations – to help them fulfill their missions, not all at once of course! We will do this with our Community Liaison that we'll bring on staff in year 2.

(Interjection) Can I say something about that? I have been working in this community with volunteers for the last 16 years and as a supporter of this school – it is on the top of my list to make this a priority. We can do this. There are people all over this community looking for ways to be involved with students and learning.

*Q&A 10. Speaking of the school day and after school, what other types of activities can students participate in?*

We will have after school activities including athletics. A lot of it depends on the facility we are able to secure and student interest. If we have a lot that will want to play soccer, we will make sure we have access to those types of field space. Athletics is a big thing for many scholars as it was for us when we were growing up – so we want to be supportive of that and be successful at it too! We will also offer co-curricular activities like science and math Olympiads, gardening club, etc. really tailoring it to what the scholars want to pursue and work together to make it academic and fun for them.

*Q&A 11. What is your current need for funding to get the school open?*

GREAT question! Opening a school takes community and philanthropic support these days. We have a website [dallasgreenlearning.org](http://dallasgreenlearning.org) that has been up and running. There, we have a Support page with a [gofundme.org](http://gofundme.org) link for Trinity Environmental Academy. We are currently working to raise \$20,000 to support curriculum development, promotional materials, scholar recruiting, etc. TEA asks that new schools plan for raising \$500 per scholar for the few months of operating costs prior to the start of school. For us, that totals \$114,000 since we are proposing 228 scholars in grades K-1 and 6<sup>th</sup> for the first year. You don't get funding from the State until you have scholars come to your school on day one, then you start to accumulate State and Federal funding. To date, we've raised about \$5,000 from individual donors. We are in the process of applying for grants and philanthropic support. Once we turn in the application and get our first completeness and eligibility nod from TEA that we are moving forward to evaluation and interviews, then the light moves from red to yellow and we'd have a greater chance at getting support from some very specific individuals and foundations in the Dallas area who have traditionally supported charter schools and environmentally focused projects like Trinity Environmental Academy.

*Q&A 12. Have you been in contact with waste management companies in Dallas, particularly in the south Dallas region?*

We won't rule out any opportunity to bring the message about this school to the community and if a company has an interest in supporting us, then we'd certainly like to try and make that happen. But we hadn't thought about those types of companies that are already vested in the south Dallas area – so that's a good idea. Especially talking about waste management and

recycling programs on a campus, what a great opportunity to involve them when we are right here in their community. A lot of recycling programs start at schools with good intentions, but tend to wane after the excitement wears off. To work with them and build a systematic method of recycling and getting to take scholars to the end process would be great. If your and environmental school and can't do a recycling program well, you shouldn't be!

*Q&A 13. What happens if it's raining or really cold outside?*

Well, would you like to go outside when it's really cold and raining!?! My favorite time to be outside is when it rains, but not when it's cold and raining! Part of the uniform will be rain ponchos or overcoats. Of course, that adds cost to the uniform and is going to be an issue for some of our families. Again, working with the right uniform company, getting the best prices, and aligning our look to anything that you can get at Target or Wal-Mart works best. So we will be very mindful of that when choosing the uniform components. But yes, we will be outside when it's raining. The State does not allow scholars do be outside for an extended period when it's below 40 degrees or above 95 degrees as a requirement in their learning. We will definitely stick to those parameters and be considerate of scholar and teacher comfort. But keep in mind, these types of environmental, use the outside as a learning laboratory schools have existed for years all across the US and in Europe – in places much colder than Texas and kids and parents love it.

*Q&A 14. So what about August – you won't go outside in August at all?*

August and September are our hottest months in Texas, yes? What we plan to do is to take advantage of mornings in the hotter months and take advantage of the afternoons in colder months. Scholars all have assigned classrooms and schedules do have some flexibility, especially in Primary, so if the weather keeps them from being outside – then we transform the learning into indoors. Definitely will need to consider the weather knowing how often it changes in Texas.

*Q&A 15. What about transportation to and from your school?*

That is good question as well – you must know something about charter schools!?! Charters typically don't provide busing service to scholars unless a particular scholar's IEP requires transportation to meet a variety of different needs. But the idea of transportation itself, with a bus system is a real issue. We plan to work with parents to organize ride shares, carpooling with rec centers, churches, aftercare programs, etc. all work together to get the scholars to a from school safely each day. If there is an opportunity for Trinity Environmental Academy to provide buses because the demand it in the community – particularly in south Dallas being a lower socioeconomic area where mobility is limited, then we will explore every avenue to try and make that happen. We'd also have access to Dallas County School buses for extra curricular events just like all other traditional schools since it's a separate company from any ISD.

2. Once the charter is approved by the State Board of Education, Trinity Environmental Academy founders will engage parents through additional community meetings in locations including local libraries, churches, recreation centers and special events such as Earth Day Oak Cliff. We may send out mailings targeting specific zip codes for potential scholars based on our facility location. Community input and engagement is a critical part of realizing the mission of TriEA. Leaders will work to continue articulating partnership agreements with current supporters and reach out to additional organizations that may play a supportive role in opening the school. We will involve community members in the development of our community based, environmental curriculum through meetings and trainings. We will get more involved with the

local chamber of commerce in areas surrounding the forest. We will also continue to seek community support for various volunteer or in-kind support including classroom or instructional materials, field trip hosts, classroom presentations, volunteers, and campus project support such as trail building and setup of outdoor classrooms.

3. We believe that schools simply cannot operate in isolation in the 21<sup>st</sup> century. As we determined the need for Trinity Environmental Academy previously discussed in Part 1, we have solicited input on the development of the school specifically from all interested stakeholders in the community including parents and current or aspiring educators. Feedback from our two community meetings and ongoing discussions of partnerships and support from community organizations has focused our research and broadened our awareness of resources that are available. Sustainable Education Solutions has held regular planning meetings attended by Board members, individuals representing community organizations and parents who are supportive of TriEA's mission and vision. In planning this unique educational model, it has been important for us to get input from our colleagues in education including elementary, secondary, post-secondary and special populations teachers and professors to mitigate challenges that teachers would face in a new charter school of this design.

4. As a way to intervene early for scholars, as described in Section One – Education plan, under High School Graduation requirements, Part 3, Trinity Environmental academy will strive to build strong family-school partnerships. Our parent engagement plan is a three-tiered process: involvement, engagement and advocacy. Parents will first be involved in their scholar's education through activities connected to classroom learning. Then, families will be engaged through education opportunities for themselves. Finally, families will act as advocates for their child by reaching out to those that make decisions that impact their children's education. Families will have numerous venues to volunteer and get involved with their scholar's education. Volunteer opportunities will first be solicited at the PAC meeting and ongoing throughout the year via newsletters and the school website. Opportunities offered may include assisting teachers with organizing and gathering instructional resources, fundraising such as Fall/Spring festival or dances, grade level or class representation, Parent/Teacher Organization and TriEA's environmental initiatives including gardening, accompanying scholars on field trips or into the forest.

5. Trinity Environmental Academy will offer resources on campus to be utilized by students and parents including technology instruction and language learning services. Depending on facility availability, by Year 2, families will have a dedicated area of campus where they can connect with the Community Liaison and receive services both on campus and available in the community.

We are thrilled to have secured a location for TriEA as a result of a series of positive meetings with leadership at Paul Quinn College. Located on the edge of the Great Trinity Forest, this is an ideal location aligned with TriEA's mission. Support for Paul Quinn College in the community and also strengthens TriEA's position in the community as Paul Quinn College is a cornerstone of the south Dallas community and a leader in bringing positive change to the area. The memorandum of understanding and letter of support, included as Attachment F.1, is a framework on which we will build this collaboration to ensure a thriving charter school with many opportunities for our scholars.



The environmental community of Dallas has also shown their support of TriEA. The Chair of the Sierra Club's Inner City Outings program has agreed to partner with us to take students out on day hikes and camping trips. These services are typically free and dependent on the availability of trained Sierra Club ICO Volunteers. The Director of the Trinity River Audubon Center is also excited to partner with us to get students into kayaks on the Trinity River and host overnight campouts as well as serve as help us with our curriculum and instructional needs. The President of the North Texas Master Naturalists has agreed to work with us to bring their volunteers on campus to help with our instructional needs.

The SES Board and TriEA understand that local support is critical in starting up a school, as such; their outreach efforts will need to number in the hundreds, so this is only the beginning. Community support letters are found in Attachment O.8.

### Start-Up & Ongoing Operations

1. Provide, as **Attachment O.9**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.
2. Explain the school's plan to provide transportation services for students with IEPs mandating transportation. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for the safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

**NOTE: TEC §12.109 An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.**

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. The Start-up Plan aligned with the start-up budget tool is Attachment O.9.
2. If the need arises to provide transportation for scholar's whose IEP requires it, TriEA will provide it. Depending of severity of need, TriEA can lease a vehicle, sign up for a carpool co-op, or hire a daily taxi/driver. Daily transportation needs will be managed by the parents with support from the school to arrange carpools, before care and aftercare services, bus pass/bus card for public transportation, and local organization support. If the need for additional transportation support exists within a pre-determined radius of the community where TriEA opens its school, the school will seek funding support from Foundation School Program funds for a transportation allotment where possible. For extra-curricular activities, TriEA will partner with Dallas County Schools busing service in providing transportation for field trips or sporting events using their website (powerfleet.org) to schedule buses.
3. The campus will have an established site Emergency Operations Plan (EOP) outlining the school's resources for prevention/mitigation, preparedness, response, and recover planning and training. This plan will meet the requirements for the safety plan process under TEC, section 37.108 and the National Incident Management System (NIMS). It will be a living document updated as necessary to meet site and community response needs. The objectives of this plan will 1) protect the safety and welfare of scholars, school staff, and visitors, 2) provide for a safe and coordinated response to emergencies, 3) protect the campus facility and property, 4) enable restoration of normal conditions with minimal confusion in the shortest time, and 5) provide for interface and coordination between the school and responding authorities. This plan will include

emergency contact information, parent-child reunification procedures, exercise and drill records, members of an established campus crisis response team, campus/facility maps, any inter-local agreements, a resource inventory, call tree, special case considerations, a hazard summary, summary of staff skills, and how to meet the special needs of individual staff and scholars. The campus will have a designated crisis response team (leaders/teachers) trained on how to act and communicate in the event of an emergency. Their training includes tabletop exercise scenarios.

The campus will be outfitted with security cameras, Raptor background/badging system, dual locking vestibule (where possible), and trained receptionists and IT Techs who monitor the systems. Teachers and scholars will also be trained on visitor protocols to ensure all eyes are in security mode. Currently, a security guard is not planned for the school itself, but it is likely that a police presence will be arranged for morning and afternoon carline depending on the facility and location of the proposed school.

Fire exit drills will be conducted once a month, with invitations out to the local Fire Department. TriEA will also conduct a severe weather and lockdown (red or yellow) drill each semester. The purpose of these drills is to mitigate safety issues in the event of a real event and allow scholars to be comfortable in their knowledge that the school practices its safety protocols.

A fully vetted campus EOP will be completed with the assistance of the Texas State Safety and Security Center's resources and support in addition to the expertise in our current Board Vice President, Lisa Tatum in disaster preparedness prior to the opening Trinity Environmental Academy.

### Operational Staff Capacity

1. Identify the key members of the school's operational leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, operations, and/or management, and will thus share responsibility for the school's operational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners. Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - a. Staffing;
  - b. Parent and community engagement;
  - c. Professional development;
  - d. Performance management;
  - e. PEIMS management; and
  - f. General operations.
2. Identify the superintendent and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment O.10**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. The operational leadership team will consist of the Dean of Administration, Dean of Operations, and the CEO. TriEA has been purposefully designed to have an administrative leadership that has academic/instructional expertise (CAO) as well as administration/operational expertise (CEO). The SES Board of Directors will have a Finance Committee (focused specifically on funding and development) that helps the school manage budget and finds philanthropic sources of funding. Proposed governing board members that support operations include individuals with expertise in school law, finance, and fundraising. TriEA's proposed CEO has experience in both academic and operational administration from a high-performing charter network in North Texas. It is this operational team that has the oversight and responsibility of daily school logistics.

2. The likely candidate identified to lead Trinity Environmental Academy as Chief Executive Officer (superintendent for all intents and purposes) and meet its mission and vision is Michael Hooten. Mr. Hooten has been employed in two different charter schools in North Texas since 2003. His experience in education over the last 11 years has brought him through years of teaching and coaching, instructional leadership roles of Dean of Instruction and Secondary Director, and now as the Director of Project Management at one of the largest charter networks in North Texas, Uplift Education. During his instructional tenure, leading up to 60 teachers and staff in a TEA Exemplary Rated District, he developed the programming for and was awarded an IB World School authorization, has received a "model school" rating as a T-STEM school, was identified as having 2012's #8 and 2013's #5 Most Transformational Schools in America as determined by Newsweek, and facilitated a 19% increase in AP scores in one year. This was a result of his transformational leadership style, instructional knowledge, meticulous team development, and self-motivating scholar achievement strategies. One facet of his current role at Uplift includes facilitating the opening of new schools for this organization, bringing together all stakeholders and guiding them through the intricate details of charter operational management.

Some of Mr. Hooten's professional development that relates to his leadership roles includes: Understanding by Design (16 hrs); Laying the Foundation (18 hrs); Instructional Coaching Institute (18 hrs); AP Administration (16 hrs); IB Coordination and Leadership (70.5 hrs); Uplift Education's Leadership Academy (200+ hrs over 5 yrs). He has also managed the inaugural and subsequent year of Uplift's Science Fair involving over 3500 scholars each year in the planning, execution, and recognition phases. This stems from his roots as a science teacher and "go green" supporter, knowing that environmental advocacy starts in school. As a professional educator, he has been a servant leader in urban communities developing and advocating for lower socioeconomic and minority scholars his entire career. It is here he finds his greatest joy and drive for systemic educational reform and learning equality for all people by finding effective and passionate educators who want to share in this worthy mission. Additional details on Mr. Hooten's qualifications as CEO are found in Attachment O.10.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## **Section Three - Governance Plan**

### **Legal Status and Governing Documents**

1. Describe the sponsoring entity's legal status, including the type of entity and corporate qualifications, if applicable. Submit any governing documents beyond those provided with the Eligibility Documentation which are already adopted, such as board policies, in **Attachment G.1**.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Sustainable Education Solutions is a Texas nonprofit corporation organized for charitable purposes on June 18, 2012 in good standing. The specific purpose for which Sustainable Education Solutions is organized is to promote educational activities through the establishment of a charter school which meets the requirements of section 501(c)(3) of the Internal Revenue Code. Sustainable Education Solutions was determined to be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code on September 11, 2013 as a public charity. There are no additional governing documents, as stated in Attachment G.1.

### **Organization Charts**

Submit, as **Attachment G.2**, organization charts that show the school governance, management, and staffing structure in: a) year one and b) at capacity. The organization charts should 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 organization charts should also document clear lines of authority and reporting within the school.

### **Governing Board**

1. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.
2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
  - a. the school will be an educational success and that annual school and student performance will be reported to students, parents, and the community;
  - b. the school will be an operational success, including complying with all required reporting, including attendance, PEIMS, governance, and grant reporting;
  - c. the board will evaluate the success of the school and school leader; and
  - d. there will be active and effective representation of key stakeholders.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the governing board will take place.
5. If this application is being submitted by an existing non-profit organization whose sole purpose is not the oversight of the charter school, respond to the following:
  - a. Will the existing non-profit's board govern the new school/campuses, or has the school formed a new non-profit corporation governed by a separate board?
  - b. If the non-profit's current board will govern the charter school/campuses, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
  - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment G.3**, the board’s proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will vacancies be filled? What are the priorities for recruitment of additional board members? What is the plan for training and development (should include a timetable, specific topics to be addressed, requirements for participation, and demonstrated compliance with TAC §100.1021.).
9. If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school’s designated geographic boundary (as provided above in Attachment A – Geographic Boundary).
10. Describe how a majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder meet the requirements of a qualified voter. (TEC§12.1202)
11. Discuss any litigation in which the sponsoring entity has been involved.
12. Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

***NOTE: Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter holder or charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, the charter holder, or any management company that operates the charter school unless exempted by TEC §12.1054 (a)(1).***

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. Sustainable Education Solutions (SES) is comprised of a Board of Directors which will supervise and oversee all aspects of Trinity Environmental Academy. Directors are elected annually. The officers of SES consist of a President, Vice President, Secretary and Treasurer also elected annually. After the charter is awarded, SES may form committees, as indicated in the bylaws, designated by the Board of Directors to focus on specific areas including an Academic Excellence, Finance, Governance, and Development. These committees will have specific job descriptions and functions for the purpose of reporting back to the full Board on their respective areas of expertise.

One of the Board’s many roles is to ensure that decisions are made in support of the mission and purpose of Trinity Environmental Academy. The Board is responsible for selecting, supporting and reviewing the performance of school leaders, specifically the Chief Executive Officer and Chief Academic Officer. They will ensure that organization planning includes concrete, measureable goals consistent with the mission of TriEA. The Board will ensure that TriEA has adequate resources to operate including philanthropic support and a development plan and that those resources are managed effectively through the adoption of budgets and fiscal policies. The Board will work with the school leader to identify, monitor and strengthen programs and services carried out by TriEA. It will operate with legal and ethical integrity and maintain accountability by adhering to and complying with provisions of the bylaws as well as local, state and federal laws and regulations as they apply to the school. To ensure its continuity, capacity and strength, the Board will also recruit and train new board members and conduct annual needs assessments and evaluations.

Another primary role of the board is the selection and review of the Chief Executive Officer and Chief Academic Officer. Selected Officers will be held accountable for measurable, quarterly goals. The Board will encourage open lines of communication with the school leaders to promote an effective and productive relationship where school leaders can regularly report necessary information to the Board at monthly meetings and provide input regarding policy decisions. The board will seek the input of the Cultural Advisory Team as an advisory body. Details regarding the advisory body are included in this section titled Advisory Bodies.

2. Currently, Sustainable Education Solutions has five Directors and four officers on the Board, the President, Vice President, Treasurer and Secretary. By the time the doors of the school are open, our goal is to have seven Directors and by year five of operation, at least ten Directors on the Board. By increasing the diversity and breadth of experience of the Board, we will be able to maximize the effectiveness of its governance capacity. The Board's powers will include those set forth in the bylaws and non-delegable duties in accordance with 19 TAC 100.1033 (c)(7)(C). The Board of Directors will represent broad areas of expertise and backgrounds including education, school law, finance, and development. As the Board grows, increasing emphasis will be placed on Board development and training while maintaining the highest priority on student outcomes.

3a. The highest priority for oversight by the Board of Directors is oversight of student achievement progress. Student and school performance will be regularly reviewed against annual goals as part of the Board's Annual Calendar that is updated and published digitally for all Directors to access by the Executive Assistant. The Academic Excellence Committee will be established for the specific purpose of promoting best practices and capitalizing on the educational expertise of the Board. The committee will have a detailed list of responsibilities that are formally reported back to the whole Board as part of the decision making process.

Ultimately, the school leaders, the CEO and CAO, have the managerial responsibility of ensuring school and student performance goals are met. On a quarterly basis, the Chief Executive Officer (CEO) and Chief Academic Officer (CAO) will prepare statistical academic achievement and cultural data from the school which will be presented to the Board in an open meeting. During the year, this data can range from TPRI or MAP, ELL Woodcock Munoz, to common assessments given by a particular grade level in an effort to create a base and show/monitor growth. Each year, this data will be used identify a baseline and improvement will be sought each successive school year. At the end of a school year, state exam data (STAAR and STAAR EOC) will be analyzed and presented by the CEO and CAO with action items for future growth. In high school, national testing and preparation for the ACT and SAT will be made available and tracked as well. These data will be available to parents and the community after each quarterly presentation. During these meetings, Board members and the community can ask clarifying questions. In all cases, Board members are welcome and encouraged to visit the school to see students and staff first hand in order to better understand the complexities of school operations. The CAO specifically is responsible for the development and implementation of the instructional program as it relates to student achievement in academics. Support for this oversight will be managed with a Dean of Instruction and a Dean of Scholars.

3b. The Finance Committee will align with best practices for the operational success of the school including reporting requirements, attendance, PEIMS and grant reporting. The Governance Committee's role is to ensure that the Board is governing the school effectively and revitalizing itself. Initially, this committee will also oversee development as it pertains to fundraising for the school. As the Board grows, a Development Committee will be established.

On a quarterly basis, the school will present summarized scholar attendance records and together will establish expectations around scholar attendance. Specific reports available from PEIMS and TEA with regards to attendance reporting will be made available. The CEO is responsible for adhering to state student attendance accounting and reporting requirements. Support for this oversight will be managed by a Dean of Administration and a PEIMS Coordinator.

On a quarterly basis, the CEO and CAO will report on budget, expenditures, and forecasting to the Board. This will include opportunities for grants to supplement the state and federal funding the school receives. TriEA will comply with all state and federal accounting and grant reporting requirements, submitting accurate and timely reports to TEA as required. The CEO is responsible for adhering to state and federal accounting and grant reporting requirements. Support for this oversight will be managed by a Dean of Administration, Office Manager, and PEIMS Coordinator.

3c. The Board will evaluate the success of the school based on TEA's standards for academic, financial, organizational/governance performance standards as well as assessing progress against the mission specific annual educational and operational goals as described in Section Two - Operations Plan, Performance Management Part 1 and 2. The Board will support and review the performance of the school leaders utilizing TriEA's Culture Advisory Team's recommendations as part of the process. The board will utilize the school leader's job description, provided and reviewed as part of the school leader selection process, to provide frequent and constructive feedback. An annual written performance review will be given to the school leaders as part of the evaluation process that is agreed upon in advance.

3d. One of the Governance Committee's key roles is to engage stakeholders as part of the board development process and to identify potential funding opportunities. The process of systemic renewal discussed in Section One - Education Plan and the mission specific organization goal of increasing partnerships through community engagement in Section Two- Operations all support the ways in which SES will ensure active and effective representation of key stakeholders.

4. The current application team includes the initial, founding governing board.

5 a – c. This application is being submitted by an existing nonprofit whose sole purpose is the oversight of the charter school.

6. The founding board was selected informally based on their interest and support for the mission and vision of Trinity Environmental Academy and their experience with nonprofit and/or educational entities. For the long-term viability of Trinity Environmental Academy, the recruiting and nomination of new Directors on Sustainable Education Solution's Board is imperative to its success. This process, including orientation and training provisions, will be organized and conducted by the Governance Committee. The Governance Committee's work will be defined with expectations and priorities based on the current composition of the Board and a needs assessment to identify key expertise, skills, knowledge and experience that potential board members would possess to fulfill the needs of the board and advance the organization. The Board will meet as often as is necessary to conduct the business of the Board and at least annually, as set forth in the bylaws. As mentioned in Part 1 of the Governing Board Section, committees will be formed upon approval of the school by the State Board of Education and with the growth of the Board of Directors of Sustainable Education Solutions.

7. Sustainable Education Solutions will adopt a policy that details a code of conduct and ethics that will be signed annually by Board members. This policy will include standards of behavior and requirements of nepotism and other issues prohibited by Texas Education Code or Texas

Administrative Code as it relates to the governing board.

The process of identifying and addressing conflicts of interest is detailed in the bylaws. Generally, as part of annual statements made by the Board of Directors and school leaders (CEO and CAO) disclosure of actual or possible conflicts of interest will occur. Determination by vote of potential conflicts of interest will be considered by the Board, excluding the person in question. More advantageous arrangements can be explored by the Board that avoids the conflict of interest, if a conflict is determined to be present. Disciplinary or corrective action may be taken for failure to disclose. Both the minutes of the Board of Directors meetings and committee meetings will contain details of investigations into conflicts of interest. At this time, the Board is not aware of any existing relationships that could pose actual or perceived conflicts of interest. The proposed Code of Ethics and Conflict of Interest Board policy are in Attachment G.3.

8. As previously mentioned in Part 6 of this section, Board development is critical to the long-term success of Trinity Environmental Academy. The recruitment and on-boarding of new board members will be year-round function of the Governance Committee. Based on the strategic plan developed by the board, the new skills, knowledge and expertise necessary to advance Sustainable Education Solutions' strategic plan will be identified through a needs assessment including strategies to increase diversity on the board. That assessment, in combination with the profile of the current board, will give the Governance Committee a means to focus their recruiting priorities. At this time, Board member job descriptions will be reviewed and updated, if necessary. Once potential board members are identified and contacted, they are invited to attend an orientation that details the mission, vision and goals of the school, the roles and responsibilities of the Board of Directors and the specific job description of the directors including training requirements. This ensures that the candidate is well aware of what they are signing up for. Once voted in by the Board of Directors, the new board member will meet with the school leaders and observe classes and attend their first board meeting where they are formally introduced to the full board. Vacancies will be filled in accordance with the bylaws on an as needed basis from a pool of predetermined board candidates.

The board will undergo training on topics that are predetermined annually, placed on the annual calendar, and often imbedded in regularly scheduled board meetings. They may also participate in lengthier trainings including seminars and conferences. Topics may include parts of the school's educational program, financial issues, strategies related to the school population demographics, governance or board structure, and/or board and staff relationships. Participation requirements will be established by the Board of Directors beyond that which is required by TAC 100.1102 and included as part of the board members job description.

9. Sustainable Education Solutions, the sponsoring entity, is not an out-of-state organization.

10. As part of Sustainable Education Solutions annual reporting process to the commissioner of education, information will be collected from board members including their qualifications as a voter. As part of the board recruiting and development process these qualifications will be included in the profile of the Board of Directors.

11. Sustainable Education Solutions has not been involved in any litigation in its existence.

12. Sustainable Education Solutions has not been sanctioned by any state regulatory agencies.

### **Advisory Bodies**

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition of each advisory body; the strategy for achieving that



composition; the role of parents, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Trinity Environmental Academy is committed to a collaborative governance approach that includes a Cultural Advisory Team (CAT). This team will be a group of informal leaders including teachers and staff of TriEA, nominated and elected by their peers to represent the community at large. The roles of the CAT will include evaluating the performance of the school and its leaders (CEO and CAO), reviewing, monitoring and/or assessing specific academic programs as requested by the Board, serving as advocates of TriEA to the community, acting as an independent, unbiased sounding board for the board, and gathering input from key stakeholders. The CAT will keep minutes of their meetings and have a set agenda that is set based on the CAT's own internal goals and work conducted at the request of the board of directors. This information will be presented by a representative of the CAT at regular Board meetings.

### Grievance Process

1. Explain the process that the school will follow should a parent, student, or employee have an objection to a governing board policy or decision, administrative procedure, or practice at the school and the method used to communicate the grievance policy to said individuals.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Trinity Environmental Academy will adopt a grievance policy that details the process that a parent, student or employee would follow if they had an objection to a school practice, administrative procedure or board policy. In general, if a parent or student has a complaint or concern they are encouraged to discuss them with the campus-level representative involved (ie classroom teacher). If the issue is not resolved through this informal process then the formal process will follow. A formal complaint will be submitted to the Dean of Instruction for academic issues or the Dean of Scholars for issues related to behavior or school culture with any supporting documentation. If the issue is unresolved, or the parent/student wishes to appeal the decision of the Dean, then they may submit their complaint in writing to the Chief Academic Officer. If the issue is still not resolved or the individual wishes to appeal to the governing board of TriEA, then the complaint may be submitted to the board in writing only after the first two processes have occurred.

Complaints from employees follow a similar three-step process. Informal resolution is encouraged, but a formal complaint may first be filed with the Dean of Administration. If unresolved or the individual wishes to appeal, the complaint may be sent to the Chief Executive Officer and then finally to the governing board of TriEA if the CEO does not respond to the issue or the individual wishes to appeal. Timelines for filing and responding to complaints will be included in the policy. The governing board will also determine if the complaint will be discussed in open or closed sessions of the board meeting in accordance with the Texas Open Meetings Act. The board's decision in the hearing the complaint is final.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section Four - Financial and Business Plan

### Facilities

1. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for building or renovations, timelines, and financing.
2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment F.1**. Briefly describe the facility including location, size, and amenities. You may also include in **Attachment F.1**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to follow applicable city planning review procedures. Describe the basic facilities requirements for accommodating your school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
3. Explain your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room (describe amenities such as kiln), computer labs, library/media center, performance/dance room, auditorium, and other (list).
4. Explain your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supply/storage spaces, teacher work rooms, or other (list).
5. Describe facility elements essential to fulfillment of the core athletic program gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, or other (please list).
6. Identify any other significant facilities needs not already specified, including such as playgrounds, large common space for assemblies and other large group meetings, or other special considerations (identify and explain).
7. Does the applicant have a specific desired location(s)?  Yes  No  
If yes and the applicant has a specific facility under consideration, identify past or current usage and/or neighborhood (you may add rows to the table as needed).  
Desired Location(s): Paul Quinn College campus, see details in Parts 1 & 7 below.

**NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an E rating for their facility. The certificate must be issued by the appropriate local authority.**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

1. Trinity Environmental Academy expects to open on Paul Quinn College's campus, a generous 144 acres adjoining The Great Trinity Forest, using an existing building that was until recently classrooms for their college program. Through our community outreach efforts, we were afforded an opportunity to visit with the President of Paul Quinn, Michael Sorrell. In our research of possible sites with proximity to the forest and in an area where the need for innovative academic educational reform exists due to underperforming schools – Paul Quinn offered a perfect match. The college has been working for the last few years to realize an onsite community development plan. It will be supportive of their federal work programs, providing fresh produce by turning their football field into a working farm to addresses the lack of affordable healthy food options available, and drawing the community onto campus in an effort to ignite intellectual curiosity and pride in south Dallas. The farm itself and the green initiatives the school has undertaken align perfectly with the mission and vision of TriEA. In various meetings since, including holding our community hearing on campus after touring their “We Over Me” farm, both TriEA and PQC believe this proposed charter school is what this

community needs and what Paul Quinn has been searching to bring online to meet it's vision of building a connected community.

The proposed building on campus, the Joseph L. Rhoads Education Center, is already set up as a school with classrooms, offices, common areas, etc. and will require repairs that TriEA will be responsible for assessing and making prior to formal occupancy in the Fall of 2015. As we seek additional funding options, the budget for building readiness is also included in this charter application. As of this submittal, we have a contractor's estimate of scholar readiness for the building, which is included in the start-up budget tab of the Financial Workbook. While the building's structure is sound, its internal systems were not online at the time of the walk through. The building has been vacant for three years so the bid reflects asbestos abatement, demo and reconstructing some areas, window repairs, floor coverings, security/technology updates, and painting/make-ready. Since it is a building that TriEA and PQC could use for decades to come, both TriEA and PQC feel this is a worthy investment and would be to TriEA's advantage to secure the funding to invest in this piece of property. We are diligently seeking to secure grants for this work pending final approval of TriEA's charter application. Work would start no later than March 2015 to give time for possible delays and be ready by July 2015.

In our second year of operation, SES and TriEA will begin to lay plans for Year 4 when we outgrow the space as we matriculate our first year of high school freshman. A location on the PQC campus has already been discussed which actually puts the school with immediate frontage on Stuart Simpson Rd., closer to the farm, gym, athletic fields, and of course – The Great Trinity Forest. Preliminary ideas are to build a new Pre-K-6 Primary opening in the 2019/20 school year (Year 4), continuing to use the Rhoads Education Center for Secondary with grades 7-8 on the first floor, and grades 9-12 on the second floor as we build towards having our first graduating Seniors in 2023!

2. MOU between Paul Quinn College and Sustainable Education Solutions is Attachment F.1, including facility floor plans, photos, and aerial maps.

3. As TriEA is a science and engineering school teaching through the lens of the environment, there are many considerations we will make concerning "sustainability" and focusing not so much on the specialty rooms – but on making the building a healthy space environment as a whole. A sustainable environment will not only make the building more earth-friendly, but will serve as valuable teaching opportunity. Sustainability is defined by the World Commission on Environment and Development as "meeting the needs of today without compromising the ability of future generations to meet their own needs." A sustainable building is a fully integrated "whole building" approach to design, construction, and operation. Sustainable buildings, also referred to as *green* or *high performance* buildings, are designed to 1) provide optimal environmental and economic performance; 2) increase efficiencies thereby saving energy, water, and other resources; 3) furnish satisfying, productive, and quality indoor spaces; 4) use environmentally preferable materials; and 5) educate building occupants about efficiency and conservation. This is according to a report, *The Impact of Sustainable Buildings on Educational Achievements in K-12 Schools*, published by Stephen Olson in 2003.

Considering these factors, there are a multitude of specialty needs that will be built around this traditional school facility – not just in the learning spaces themselves. Considering we are moving into a structure built in the early 1960's – the opportunity for "greening" the building are endless, but being cost conscience is the first priority since charters are here to educate and not

force sustainability where it's not reasonable or offers a relatively quick return on investment. Funds to do this work are being sought from local foundations in Dallas. The building itself was inspected for renovation or teardown in 2007 (along with 15 other buildings that were torn down), but the building is so solid and well constructed as an all concrete and glass structure, therefore it was spared and continued in its service. To have the chance to *green* this building would be an amazing opportunity for scholars to participate in and witness over time. The building already has air vents in the concrete roof, has cross ventilated classrooms with louvered glass between defined spaces and windows that are virtually floor to ceiling in most of the rooms – some that run two stories in stairwells and common areas. It has large overhangs in the southern exposures and no overhanging roof at the northern end. The amount of light and airflow in the building was intentional and we intend to take full advantage of those features. Two elements of sustainable building design, daylight and indoor air quality, have direct effects on student performance. Studies show that better indoor air quality in schools results in healthier students and faculty, which in turn results in lower absenteeism and improved scholar achievement.

Anticipated classrooms above a standard include the science labs, engineering labs, library/media center, computer labs, resource rooms, and music/art rooms. The gym and cafeteria space will likely be a logistically shared space, occupied only in the absence college scholars. In addition to *greening* the building, we have to consider the outdoor learning laboratory. We intend to make use of the Trinity Forest as a classroom setting, creating formal and informal gathering areas that maximize scholar impact and participation. We expect to learn from the farming projects that currently occupy the old football field and intend to practice vertical farming techniques, set up solar and wind power stations, cultivate diverse school grounds that hark back to the Blackland Prairies of North Texas over 200 years ago, hydroponics and aquatic life systems, and innovative recycling projects.

4. General office needs remain the same as a typical school; we have one general administrative office area that supports parent and visitor needs. A teacher workroom/break area, community space for parents, and adequate storage for non-essential classroom materials/books are anticipated. Some of these spaces exist, but some will need modifications for security reasons.

5. To fulfill the athletic and physical education elements of a school, PQC grants us ample outdoor and indoor space. There are soccer fields, opens areas and indoor traditional gym for use in physical education and athletics. The gym, built in 1961, looks to be straight out of the movie *Hoosiers* – a great traditional old-school gym. Utilizing the space has already been discussed and will work effectively as the school grows into its own space a few years down the road.

6. Significant facility needs that exist might be an auditorium and a traditional playground space. The Rhoads Education Center has a large informal space that will likely become sizeable library/common space, but will be designed in a way to serve as a community meeting and performance space. With regards to a Primary playground, the SES board will be working to secure the funding or solicit an in-kind donation of service and build event with organizations like Kaboom and United Healthcare to provide playgrounds for scholars in underserved neighborhoods.

7. The desired location for Trinity Environmental Academy is on the 144-acre campus of Paul

Quinn College in south Dallas. The address is: 3837 Stuart Simpson Road, Dallas, TX 75241. Paul Quinn purchased the property in 1990 from Bishop College, moving the school from Waco to Dallas. Paul Quinn is one of our nation's 110 Historically Black College and Universities (HBCUs) established in Texas in 1872.

### Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the TEA and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report on its website.
5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. At a minimum, the CEO and CAO will report on school budget, expenditures, and forecasting needs to the SES Board each quarter. This will include opportunities for grants to supplement the state and federal funding the school receives. The SES Board will have a Finance Committee and approve a structure for the school administration to utilize for meeting financial obligations and reporting to the Board, ensuring compliance with Generally Accepted Accounting Principles, developing an Accounting Policy and Procedures Manual, and establishing internal controls for financial practices. The CEO is responsible for adhering to state, federal, and grant accounting requirements and will maintain a financial system to show the school system's assets, liabilities, equities, revenues, and expenditures. Financial oversight will be managed with the support of a Dean of Administration and Office Manager. The Board will initially work with the CEO and CAO to establish a budget to fit the needs of the school beginning in January of each year. This budget is created through a strategic review of academic performance goals, impending teacher and staff needs, developing mission-based school infrastructure needs, and addressing future short-term (1-2 years) and long-term (3-5 years) facility needs.

The proposed budget presented to the CEO will then be formally reviewed and commented on by the school leadership team and lead teachers for budget transparency, collaboratively addressing scholar/teacher needs, and leader accountability. After a review of school leader's feedback and making final preparations, the CEO will present a revised proposed budget back to the SES Board by the end of March. Prior to final adoption, the SES Board Finance Committee will review the budget in an open meeting, allowing for community and parent input. After all additional input has been considered, the board will approve the budget by May for the following school year.

Payroll services may be provided by APD (adp.com) or a system like JR3's WebSmart (jr3online.com) or managed internally by the Dean of Administration who will have a breadth of proven financial success and experience in industry and/or education finance.

2.

<b>Roles and Responsibilities for School Finance</b>	
<b>TriEA CEO</b>	<b>SES Governing Board</b>
<ul style="list-style-type: none"> <li>- Keeping the accounts of the school system in accordance with generally accepted accounting principles, the rules and regulations of the State Board of Education, and the rules and regulations of local/state government</li> <li>- Signing and issuing all checks, and drafts by the school, investing idle cash, and receiving and depositing all moneys accrued</li> <li>- Preparing and filing a statement of the financial condition of the school system as often as requested by the Board, and when requested in writing by government agencies</li> <li>- Performing such other duties as may be assigned by law, by the Board, or by rules and regulations of TEA or the State Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>- Adopt a budget resolution making appropriations for the budget year in such sums as the Board deems sufficient and proper</li> <li>- Consider budget inputs from school and community members and approval entire final budget</li> <li>- Conduct a public hearing on budget</li> <li>- Proper filing of budget resolution</li> <li>- Direct employees to use school funds in the most cost-effective manner</li> <li>- Make budget transfers or amendments</li> <li>- Approve policies on financial management and accounting</li> <li>- Select audit company, having them report directly to the board</li> <li>- Provide general liability insurance for itself and employees of the school</li> </ul>

3. The Finance Committee with the approval of the SES Board, providing a Financial and Compliance Report, will identify an accounting audit service provider. Annual financial and compliance reporting will be scheduled during the first quarter for the previous school year, soon after the close of the fiscal year. The audit service provider will present the results to the board by November. Once SES receives charter approval, the board will seek references for an audit service and enter into contract for the purposes of clearly understanding audit expectations and reporting requirements.

TriEA will comply with all state and federal accounting and grant reporting requirements, submitting accurate and timely reports to TEA as required, meeting annual reporting requirements. On a yearly basis, the CEO and CAO will review standard framework guidelines for financial accounting with the Board Finance Committee to ensure compliance with GAAP standards.

4. TriEA’s CEO and CAO will prepare all academic and financial information, summarized by month, including any external/internal audits. It will be submitted at a public meeting as part of board meetings. The meetings will be advertised in a local publication, posted on the school website and/or on the front door of the school. Additional efforts to notify all parents and community will be made through our normal parent communication materials.

5. Business services that will be outsourced will include audit services. Selecting an audit service provider will be based on referrals from other charter schools, Texas Charter Schools Association, and/or Region 10 ESC – done at the discretion of the SES Board. Criteria for selection in respective order will be based on certification/credentials, experience, current and previous clients, business references, cost, and scheduling.

Other services might include payroll and/or HR management. This depends on the credentials and experience of the operational/financial staff we are able to attract to TriEA. Onsite, independent management of these processes and having consistent oversight is our first choice as we set-up TriEA business operations. Criteria will be similar to audit services listed above. Student Information Services (SIS) are commonly outsourced by schools for efficiency and security reasons using online software programs like Pearson's PowerSchool, R3's WebSmart, or Skyward. TriEA will likely choose one of those three using recommendations/references as criteria. Costs for SIS range between \$5-\$15,000 per year, depending if the package contains HR, finance modules, etc. Additionally, nightly janitorial services will be outsourced at a cost around \$.07 per square foot and cafeteria food services will be vended at (or near) Federal lunch and breakfast reimbursement costs unless these can be combined with Paul Quinn College's existing services in an attempt to have economies of scale pricing. Criteria for those will be developed and listed in an RFP presented to recommended community vendors.

6. Sustainable Education Solutions has been in operation less than one year. In Attachment F.2, SES has provided an unaudited financial report that includes 1) a statement of financial positions, 2) a statement of activity, and 3) a cash flow statement (inception to date), and 3) the sponsoring entity's most recently filed (IRS) Form 990-N. Being less than a year old and no financial activity, SES has no credit to report, but it is included.

7. The Financial Plan Workbook is Attachment F.3.

8. The detailed budget narrative is Attachment F.4. Includes commitments of intent/pledge.

6. Provide, as **Attachment F.2**, the following documents for the sponsoring entity:

- a. **For organizations in existence for one or more years:** a copy of the most recent unqualified audit report.

--OR--

**For organizations less than one year old:** If an audit report is not available, provide an unaudited financial report that includes a statement of financial positions, a statement of activity, and a cash flow statement (inception to date).

- b. A credit report of the sponsoring entity.
  - c. The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ.
7. Provide the completed Financial Plan Workbook as **Attachment F.3**, in developing your budget. It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,381 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.
8. As **Attachment F.4**, present a detailed budget narrative which includes description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include in **Attachment F.4** any commitments of financial support/pledge letters from parents or other sources.
- a. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

- b. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- c. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

**Business Management Capacity**

1. Identify the key members of the school’s business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school’s financial success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school’s development and operation. Describe the team’s individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:
  - a. Financial management;
  - b. Fundraising and development; and
  - c. Accounting and internal controls.
2. Describe the sponsoring entities’ capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

1. In addition to the proposed CEO discussed previously, the SES Board of Directors includes Carolynne Chancellor who has charter school finance management experience as the CFO of Pegasus Charter School of Liberal Arts and Sciences from 1999 until 2011. Initially, she served on the Pegasus Board of Directors as Secretary in 1998 prior to becoming CFO, serving in both roles until 2011. In these roles, she managed all state and federal funding of \$3.75M a year, to include grants ranging from \$40K to \$4.5M. She was involved in bidding and managing all renovation projects acting as the construction liaison and making payments as required. Additionally, she operated as the facilities and human resources manager maintaining relationships with vendors and landlords, managed payroll, benefits, personnel issues, NCLB verifications, food services, and transportation logistics. Having this experience, Carolynne brings charter finance, HR, and operations experience to the Board. Another board member, Dhriti Pandya, has extensive experience fundraising for local organizations supporting the funding of buildings, renovations, and development.

2. Sustainable Education Solutions Board of Directors experience and capacity for facilities acquisition and management is found in Board Director Carolynne Chancellor. She has previously been responsible for facilities and renovations for Pegasus Charter School as their CFO. Our Board Director Lisa Tatum, works at the Volunteer Center of North Texas, having access to a wide variety of supportive resources. Additionally, the proposed CEO Michael Hooten, has also managed working through build-out and renovations during his time at Uplift Williams Prep and in support in the build of Uplift Triumph as the Director of Project Management. Considering the property is already identified and fits the needs of TriEA during it’s first 3 years, the team has time to research and plan for the next phase. Having already discussed with Paul Quinn, we’ve identified future TriEA space on campus where old residential buildings used to stand along Stuart Simpson Road, down closer to the gym, sporting fields, We Over Me farm, and The Great Trinity Forest! A perfect scenario to meet the mission and vision of TriEA and serve the south Dallas community, giving future scholars an opportunity at a high quality, innovative education.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment A: Geographic Boundaries

## Attachment A

To take advantage of parent commutes into downtown Dallas and existing public transportation, we will accept students from the following school districts as our primary geographic boundaries:

Dallas ISD  
Desoto ISD  
Lancaster ISD

Secondary geographic boundaries would consist of the following districts:

Arlington ISD  
Carrollton-Farmers Branch ISD  
Cedar Hill ISD  
Duncanville ISD  
Ennis ISD  
Garland ISD  
Grand Prairie ISD  
Irving ISD  
Mesquite ISD  
Midlothian ISD  
Plano ISD  
Red Oak ISD  
Richardson ISD  
Seagoville ISD

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment B: Mail Receipts

7012 2920 0000 9658 1356

U.S. Postal Service™  
**CERTIFIED MAIL™ RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

DALLAS TX 75204

Postage	\$ 0.49	0217
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	



Sent To Dallas ISD  
Street, Apt. No., or PO Box No. 3700 Ross Ave  
City, State, ZIP+4 Dallas, TX 75204-5491

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1325

U.S. Postal Service™  
**CERTIFIED MAIL™ RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

DESOTO TX 75115

Postage	\$ 0.49	0217
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	



Sent To Desoto ISD  
Street, Apt. No., or PO Box No. 200 E. Belt Line Rd.  
City, State, ZIP+4 Desoto, TX 75115-5795

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1424

U.S. Postal Service™  
**CERTIFIED MAIL™ RECEIPT**  
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

DESOTO TX 75115

Postage	\$ 0.49	0217
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	



Sent To Faith Family Academy Oakciff  
Street, Apt. No., or PO Box No. 1620 Falcon Dr.  
City, State, ZIP+4 Desoto, TX 75115

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1349

U.S. Postal Service™  
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For delivery information visit our website at [www.usps.com](http://www.usps.com)

LANCASTER TX 75146

Postage	\$ 0.49	0217
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	



Sent To Lancaster ISD  
Street, Apt. No., or PO Box No. 422 S. Centre Ave.  
City, State, ZIP+4 Lancaster, TX 75146-1621

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1332

U.S. Postal Service™  
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For delivery information visit our website at [www.usps.com](http://www.usps.com)

DALLAS TX 75237

Postage	\$ 0.49	0217
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	



Sent To A.W. Brown  
Street, Apt. No., or PO Box No. 5701 Red Bird Ctr Dr.  
City, State, ZIP+4 Dallas, TX 75237

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1431

U.S. Postal Service™  
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DALLAS TX 75233

Postage	\$ 0.49	0217
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	



Sent To Focus Learning Academy  
Street, Apt. No., or PO Box No. 2524 W. Ledbetter Ave.  
City, State, ZIP+4 Dallas, TX 75233

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1479

U.S. Postal Service™  
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DALLAS TX 75217

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To Nova Academy  
 Street, Apt. No., or PO Box No. P.O. Box 170127  
 City, State, ZIP+4 Dallas TX 75217

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1455

U.S. Postal Service™  
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DALLAS TX 75216

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To Kipp Dallas-Fort Worth  
 Street, Apt. No., or PO Box No. 3200 S. Lancaster Rd Ste 230 A.  
 City, State, ZIP+4 Dallas, TX 75216

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1578

U.S. Postal Service™  
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DALLAS TX 75208

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To Trinity Basin Preparatory  
 Street, Apt. No., or PO Box No. 400 S. Zang Ste 700  
 City, State, ZIP+4 Dallas, TX 75208

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1554

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

DALLAS TX 75215

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To St. Anthony School  
 Street, Apt. No., or PO Box No. 3732 Myrtle St.  
 City, State, ZIP+4 Dallas, TX 75215

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1486

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

HOUSTON TX 77099

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To Hamman Science Academy  
 Street, Apt. No., or PO Box No. 9321 W. Sam Houston Pkwy S.  
 City, State, ZIP+4 Houston, TX 77099

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1462

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DALLAS TX 75233

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To Golden Rule Charter School  
 Street, Apt. No., or PO Box No. 2602 W. Illinois Ave.  
 City, State, ZIP+4 Dallas, TX 75233

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7012 2920 0000 9658 1448

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DALLAS TX 75241

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Gateway Charter Academy  
 Street, Apt. No., or PO Box No. 6103 University Hills Blvd.  
 City, State, ZIP+4 Dallas, TX 75241

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1523

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DALLAS TX 75201

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Pegasus School  
 Street, Apt. No., or PO Box No. 1001 W. Akard St. Ste 203  
 City, State, ZIP+4 Dallas, TX 75201

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7012 2920 0000 9658 1295

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HOUSTON TX 77225

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To AIA Lancaster  
 Street, Apt. No., or PO Box No. P.O. Box 20589  
 City, State, ZIP+4 Houston, TX 77225

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7012 2920 0000 9658 1363

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IRVING TX 75039

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Uplift Education  
 Street, Apt. No., or PO Box No. 600 E. Royal Ln.  
 City, State, ZIP+4 Irving, TX 75039

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1370

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HIRAM GA 30141

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Academy of Dallas  
 Street, Apt. No., or PO Box No. 439 Edgewood Dr.  
 City, State, ZIP+4 Hiram, GA 30141

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1417

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FORT WORTH TX 76103

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Prime Prep Academy  
 Street, Apt. No., or PO Box No. 4400 Panola Ave.  
 City, State, ZIP+4 Fort Worth, TX 76103

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1547

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SCHERTZ TX 78154

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



Sent To Shekirah Radiance Academy  
 Street, Apt. No., or PO Box No. 12470 Woman Hollering Rd.  
 City, State, ZIP+4 Schertz, Tx 78154

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1400

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DALLAS TX 75208

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



Sent To Texans Can Academics  
 Street, Apt. No., or PO Box No. 325 W 12th Ste 200  
 City, State, ZIP+4 Dallas, TX 75208

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1491

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DALLAS TX 75217

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



Sent To A+ Charter Schools, Inc  
 Street, Apt. No., or PO Box No. 8225 Bruton Rd.  
 City, State, ZIP+4 Dallas, TX 75217

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1493

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DALLAS TX 75203

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



Sent To La Academia De Estrellas  
 Street, Apt. No., or PO Box No. 111 S. Beckley Ave.  
 City, State, ZIP+4 Dallas, TX 75203

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7012 2920 0000 9658 1516

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DALLAS TX 75223

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



Sent To Dallas Community Charter School  
 Street, Apt. No., or PO Box No. 924 Wayne St.  
 City, State, ZIP+4 Dallas, TX 75223

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1509

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LANCASTER TX 75146

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$6.49



Sent To Life School  
 Street, Apt. No., or PO Box No. 950 S. I-30 E.  
 City, State, ZIP+4 Lancaster, TX 75146

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1530

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DALLAS TX 75243

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Richland Collegiate  
 Street, Apt. No., or PO Box No. 12800 Abrams  
 City, State, ZIP+4 Dallas, TX 75243-2199

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1646

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DALLAS TX 75208

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Rep. Roberto Alonzo  
 Street, Apt. No., or PO Box No. 312 W. 12th St. Ste A  
 City, State, ZIP+4 Dallas, TX 75208

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1394

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DALLAS TX 75247

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Rep Rafael Anchia  
 Street, Apt. No., or PO Box No. 1111 W. Mockingbird Ln. Ste 1130  
 City, State, ZIP+4 Dallas, TX 75247

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1684

U.S. Postal Service™  
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DALLAS TX 75206

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Senator John Corona  
 Street, Apt. No., or PO Box No. 8085 N. Central Exp Ste 1440 LB44  
 City, State, ZIP+4 Dallas, TX 75206

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1561

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CARROLLTON TX 75006

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Rep Bennett Ratliff  
 Street, Apt. No., or PO Box No. 1925 East Beltline Rd Ste 422  
 City, State, ZIP+4 Carrollton, TX 75006

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1615

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DALLAS TX 75232

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage &amp; Fees</b>	<b>\$ 6.49</b>



Sent To Rep Guenne Davis  
 Street, Apt. No., or PO Box No. 5197 S. Hampton Rd Ste 447  
 City, State, ZIP+4 Dallas, TX 75232

PS Form 3800, August 2006 See Reverse for Instructions



7012 2920 0000 9658 1677

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For delivery information visit our website at [www.usps.com](http://www.usps.com)

DALLAS TX 75232

Postage	\$ 0.49	0217
Certified Fee	\$3.30	12
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	02/18/2014

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

PS Form 3800, August 2006 See Reverse for Instructions

7012 2920 0000 9658 1660

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(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at [www.usps.com](http://www.usps.com)

DALLAS TX 75215

Postage	\$ 0.49	0217
Certified Fee	\$3.30	12
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	02/18/2014

Sent To Rep. Eric Johnson  
 Street, Apt. No., or PO Box No. 1409 South Lamar St. Ste 9  
 City, State, ZIP+4 Dallas, TX 75215

PS Form 3800, August 2006 See Reverse for Instructions



7012 2920 0000 9658 1367

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Total Postage & Fees	\$ \$6.49	02/18/2014

Sent To Senator Brian Birdwell  
 Street, Apt. No., or PO Box No. 900 Ashin Ave. Suite 500  
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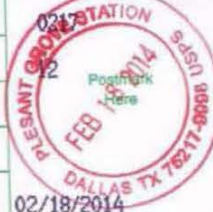
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 Street, Apt. No., or PO Box No. 3953 Maple Ave Ste 100  
 City, State, ZIP+4 Dallas, TX 75219

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$6.49	02/18/2014

Sent To Senator Bob Deuell  
 Street, Apt. No., or PO Box No. 18601 CBS Freeway Ste. 400  
 City, State, ZIP+4 Mesquite, TX 75150

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IRVING TX 75062

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Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To Rep. Linda Harper-Brown  
 Street, Apt. No., or PO Box No. 100 Decker Court, Ste. 110  
 City, State, ZIP+4 Irving, TX 75062

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DESOTO TX 75115

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Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To Rep. Helen Giddings  
 Street, Apt. No., or PO Box No. 1510 North Hampton Rd #340  
 City, State, ZIP+4 Desoto, TX 75115

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Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To Rep. Toni Rose  
 Street, Apt. No., or PO Box No. 3730 South Lancaster Rd ste 116  
 City, State, ZIP+4 Dallas, TX 75216

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Total Postage & Fees	\$ 6.49



Sent To Rep. Jim Pitts  
 Street, Apt. No., or PO Box No. 507 North Highway 77 Ste 704-2  
 City, State, ZIP+4 Waxahachie, TX 76165

PS Form 3800, August 2006 See Reverse for Instructions

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment C: Board Affidavits

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Trinity Environmental Academy
2. Full name Jennifer Hoag  
Home Address 11223 Sinclair Avenue, Dallas, TX 75218  
Business Name and Address Sustainable Education Solutions  
PO BOX 570975, Dallas, TX 75357  
Phone Number 469-554-6320  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

- 
4. What was your motivation to serve on the board of the proposed charter school?  
10+ years serving charter schools in Dallas and the unique mission/vision of the school.
  5. What is your understanding of the appropriate role of a public charter school board member?  
They have the responsibility to oversee that obligations of the charter are fulfilled academically, fiscally, ethically and legally.
  6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I bring educational expertise to the board, specific to my educational background and years of experience as a charter school teacher and school director.
  7. Describe the specific knowledge and experience that you would bring to the board.  
Standards of academic excellence including curriculum development, instruction and assessment for special populations including low income, At-risk students and those learning English as a second language.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The mission is to produce students that are leaders in the community through a robust science and engineering curriculum, primarily using the environment and local area as a learning laboratory.
2. What is your understanding of the school's proposed educational program?  
The school will use an environmental based education model with local, project based learning and service learning as core components of the educational program.
3. What do you believe to be the characteristics of a successful school?  
A culture of high academic expectations for scholars, strong family and community support and an engaging learning environment.

- 
4. How will you know that the school is succeeding (or not) in its mission?  
Regular reports of academic progress, feedback from parents, students and faculty on culture and amount and quality of community and parent involvement during and outside of the school day.
- 

### Governance

1. Describe the role that the board will play in the school's operation.  
The board's primary role is oversight of the school to ensure it is meeting its goals academically and financially. It will adopt policies and procedures that are ethically and legally responsible. It will hire the school leaders and hold itself accountable to good governance practices.
- 
2. How will you know if the school is successful at the end of the first year of operation?  
We will be successful if we have met or exceeded our mission-specific goals including hiring a highly qualified faculty, operate within our budget financially, and are making marked academic progress.
- 
3. How will you know at the end of four years of the school is successful?  
Student outcomes for academic achievement are high, there is demonstrated community support-both in-kind and philanthropic, and the highly qualified faculty we hired has stayed and grown with us.
- 
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Adopting policies to support the mission/vision of TriEA, hire quality, experienced school leaders, increase philanthropic support, and recruit additional board members.
- 
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would look to our organizational bylaws for procedures on how to handle such issues. If the beliefs were substantiated then I would move to remove the Director from the board.
- 

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know these individuals  Yes  
Carolynne Chancellor and I worked together while we were employed at the Pegasus School. Megan Arredondo and I worked together at the Pegasus School while I was School Director and she was a teacher. Dhriti Pandya and Lisa Tatum I have gotten to know through the process of developing the proposed school.
- 
2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees  Yes  
My husband and I are both currently school employees as are many of our friends and family. Michael Hooten, the proposed CEO, is also a current school employee.
- 
3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

Michael Hooten and I worked together at the Pegasus School as teachers and administrators.

---

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons  Yes

---

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

I am not a partner nor have majority interest in any businesses or organizations.

---

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

2003-2005 Pegasus School of Liberal Arts and Sciences/Genesis Schools 601 N. Akard, Suite 203, Dallas TX 75201, Teacher, Instructional Leader, 2005-2011 School Director

2011-Present A+ Academy/A+ Academy Charter Schools, Inc 10327 Rylie Road, Dallas, TX 75217

---

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

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

Board of Directors positions are not compensated for service, it is a volunteer position.

---

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

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

Board of Directors positions are not compensated for service, it is a volunteer position.

---

11. 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  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

**Certification**

I, Jennifer Hoag, 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.

Jennifer Hoag  
Signature

3/22/14  
Date

**VERIFICATION**

State of TEXAS

County of DALLAS

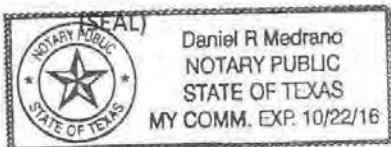
On this day, JENNIFER HOAG (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 22ND day of

MARCH, 2014.

(Notary Public) [Signature]

My commission expires 10/22/16



# Jennifer Hoag

11223 Sinclair Avenue  
Dallas, TX, 75218

(469)554-6320

## KEY QUALIFICATIONS

- ❖ Experienced charter school operator with background in education and strong record of campus achievement.
- ❖ Energetic science composite certified teacher with 10 years of experience with a commitment to provide a rich, multimedia learning environment through student-centered lessons with meaningful “real world” applications.
- ❖ Demonstrated success on Biology End Of Course STAAR with 84% of students passing first administration in 2012, 82% passing Chemistry EOC 2013.

## EXPERIENCE

*A+ Academy, Dallas, Texas*

*2011- Present*

### **Science Teacher/Interdisciplinary Team Leader**

- Received \$10,000 grant from Jiv Daya Foundation for interdisciplinary implementation of Kindle Fires for 2013-2014 school year.
- Focus on Project Based Instruction driven by student voice and choice and an emphasis on inquiry and scientific literacy.
- Lead PLC for 9/10<sup>th</sup> grade interdisciplinary team and facilitate multiple campus wide trainings.

*Pegasus School of Liberal Arts and Sciences, Dallas, TX*

*2005 – 2011*

### **School Director**

- Managed, evaluated and supervised day to day operations of 4-12 grade schools consistent with the mission and vision set forth in the charter.
- Communicated with School Board regularly about the needs, successes and general school operations.
- Planned and organized yearlong professional development for 40+ faculty on interdisciplinary, liberal arts instruction.
- Increased enrollment from 180 students to 500+ in three year and expanded service to two campuses.

*Pegasus School of Liberal Arts and Sciences, Dallas, Texas*

*2003 - 2011*

### **Science Teacher/Instructional Leader**

- Designed experiential learning events using Downtown Dallas as a learning laboratory.
- Training included Harvard Graduate School of Education courses: *Instructional Rounds, Getting Started with Data Wise, Differentiated Instruction: Strategies for Teaching English Language Learners.*

## AFFILIATIONS/MEMBERSHIPS

Texas Regional Collaborative – Southern Methodist University Mentor Teacher (2011 – 2013) – National Science Teachers Association - Science Teachers Association of Texas - Texas Association of Environmental Educators - Texas Charter School Academic and Athletic League, Founding Board Member

## PRESENTATIONS

“Biology End of Course Success” DFW Metroplex MiniCAST, Colleyville, Texas, 2012  
“A School’s First Year Experience with Instructional Rounds” Texas Charter School Association, Grapevine Texas, 2010.  
“Going Green with Science Instruction” Association of Charter Educators, Austin, Texas 2007

## EDUCATION/CERTIFICATIONS

**Master of Arts in Teaching, Science Education** - University of Texas at Dallas, Richardson, TX

**Bachelor of Arts, Biology** - Austin College, Sherman, TX

**4-8 Master Science Teacher Certification** – Southern Methodist University, Dallas, TX

**8-12 Science, 8-12 Life Science, English as a Second Language Supplemental, TELPAS Rater Level I**



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Trinity Environmental Academy
2. Full name Lisa Ranee Tatum  
Home Address 7150 E. Grand #1813 Dallas, TX 75223  
Business Name and Address Volunteer Center of North Texas  
Phone Number 2800 Live Oak St. Dallas, TX 75204  
E-mail address [REDACTED]

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

Hugh O'Brian Youth Leadership- Texas North

4. What was your motivation to serve on the board of the proposed charter school?  
Desire to see educational opportunities for young people in North Texas that utilize the natural resources of the community
5. What is your understanding of the appropriate role of a public charter school board member?  
Oversight of business practices and decision making that ensures quality education and sound fiscal management.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Board Member for Hugh O'Brian Youth Leadership- Texas North (an organization that focuses on youth leadership opportunity and community involvement in North Texas). I served as a volunteer for 9 years and a board member for 4.

7. Describe the specific knowledge and experience that you would bring to the board.  
I have been very active in the environmental community of North Texas and bring the connection to community organizations and contacts to enhance the educational opportunities of the students in the school.

### School Mission and Program

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

Trinity Environmental academy will provide educational opportunities for young people in North Texas that utilize the natural resources of the community. Our core beliefs:

Commitment to inquiry-based, experiential learning and STEM education.

Commitment to relevant, community-based education.

Commitment to sustainability, environmental stewardship, and service learning.

Commitment to combating Nature Deficit Disorder.

Commitment to creating a healthy-space to nourish scholars mentally and physically.

---

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

The educational program will employ project based learning and STEM curriculum utilizing the natural resources of the Trinity Forest and the environment. The school will also integrate community based learning and service learning in order to empower students to be tomorrow's change agents.

---

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

Successful schools utilize innovation, as well as, proven best practices to meet the needs of the students. High quality teachers are a most important ingredient to a successful school, as well.

---

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

Students passing to higher grade levels by passing core coursework and state testing requirements, student/teacher retention, and utilization of the natural/community resources in instruction are all indicators of the schools success in its mission.

---

### **Governance**

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

The board will provide oversight into the school, ensure legal and fiscal responsibility, promote the mission of the school, and raise funds for sustainability of the school.

---

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

In order to be successful at the end of the first year, the school must have full enrollment and high retention of students and staff. There also needs to be an established relationship and support of the school from the local community. Stable funding base and leads for future funding must be established and a strong board of directors will be in place to ensure all of these things.

---

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

Planned growth of the school through the grade levels as well as increased stability in all areas- retention, testing scores, students passing core coursework to pass to higher grade levels. Financial stability throughout the process with funds in reserve for emergencies.

---

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

First, establish a strong board of committed individuals to support the school. Then, raising adequate funds to open the school. Then, hiring qualified and passionate staff who are connected to the mission of the school. Developing community partnerships to strengthen curriculum and scholar success.

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

Immediately discussing this situation with the individual and then with the full board.  
Following all by-laws and procedures outlined therein.

---

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals x Yes

Jennifer Hoag- We have worked together closely to develop the nonprofit and charter for this school

Megan Arredondo-Woolard- We worked together in the Student Conservation Association.

Megan was my intern and invited me to join the effort to begin this charter school.

Dhriti Pandya- We were co-workers at the Volunteer Center of North Texas and have volunteered for several years with Youth Volunteer Corps, AmeriCorps Alums of North Texas and are very close friends.

- 
2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees x Yes

Michael Hooten- (School Employee) We have worked together to develop the Charter School Application.

I have several friends who work for charter schools and Independent School Districts in North Texas.

- 
3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x I / we do not know any such persons  Yes

- 
4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

x Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

- 
5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

x N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
x Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
N/A

---

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
N/A

---

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes x No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

I will not receive any compensation as my work with the charter school is completely voluntary.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes x No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

I will not receive any compensation as my work with the charter school is completely voluntary.

---

11. 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 x No If so, give details.

---

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes x No If so, give details.

---

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes x No If so, give details.

---

**Certification**

I, Lisa Raneé Tatum, 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.

Lisa Raneé Tatum \_\_\_\_\_ 3/25/14 \_\_\_\_\_  
Signature Date

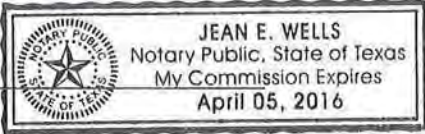
**VERIFICATION**

State of Texas \_\_\_\_\_

County of Dallas \_\_\_\_\_

On this day, Lisa Tatum (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 me this 3.25 day of \_\_\_\_\_, 2014.

(Notary Public) \_\_\_\_\_ 

My commission expires \_\_\_\_\_

(SEAL)

# Lisa Rane Tatum

7150 E. Grand #1813

Dallas, TX 75223

(972) 413-5814

## Education

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Oklahoma State University - *Bachelor of Arts – English*

Stillwater, Oklahoma

## Work Experience

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### Volunteer Center of North Texas 2800 Live Oak

Dallas, TX

*Senior Manager, Disaster Preparedness*

October 2010-present

- Responsible for ensuring that the Volunteer Center of North Texas is prepared to support the community response to large-scale disasters and is able to respond appropriately while maintaining normal business functions.
- Work both independently and as a part of a team to develop infrastructure for the Mass Care Task Force, a collaborative effort between the American Red Cross, the Salvation Army, the North Texas Food Bank and the Volunteer Center of North Texas.
- Plan and execute disaster volunteer recruitment and registration and to provide appropriate training opportunities in advance of potential disaster response efforts. (4,293 volunteers recruited from December 2010 to June 2013)
- During a disaster event, responsible for following and executing against the Volunteer Management Plan developed in collaboration with the Mass Care Task Force.
- During times of preparedness, responsible for developing relationships with four county level Voluntary Agencies Active in Disaster (VOADs), Emergency Managers, and the Regional Citizen Corps Council in order to increase community resiliency and effective coordination and collaboration during disaster.
- Serve on National Disaster Task Force through the HandsOn Network and collaborate with the One Star Foundation (Texas Commission for National Service) to strengthen volunteer response nationwide.

### Student Conservation Association

Dallas, TX

*Program Coordinator*

April 2008-October 2010

- Recruitment, selection, placement, and management of personnel for programs that engage individuals and teams in hands-on environmental service projects.
- Establishment and cultivation of relationships with municipal partners, foundations, corporations, and community supporters in order to expand programs in the Dallas/Fort Worth area.
- Development of curriculum modules in workforce development (specifically in regards to “Green Jobs”), life skills and environmental education for students.
- Manage grants from multiple local foundations (Boone Family Foundation, Harold Simmons Foundation, Meadows Foundation, Dallas Women’s Foundation, Communities Foundation of Texas)

### Trinity River Mission

Dallas, TX

*Program Director*

July 2007- January 2008

- Coordinated educational programs for after-school program for 450 students grades K-12.
- Managed multiple program staff, interns, volunteers and AmeriCorps Members.
- Developed community partnerships for strengthening and expanding programs within the community.

### American Red Cross – Dallas Area Chapter

Dallas, Texas

*AmeriCorps Preparedness Specialist*

July 2004 – June 2007

- Managed a team of AmeriCorps members and 150 volunteers in 6 separate field offices.
- Coordinate Disaster Training program for volunteer and paid staff. Responsibilities include scheduling, recruitment of volunteer instructors, and management of material resources (over 5000 individuals trained during hurricane Katrina and Rita response locally).

**American Red Cross – Dallas Area Chapter***Disaster Specialist - Logistics*Dallas, Texas  
January 2002 – June 2004

- Managed material resources for Disaster Response in eleven North Texas counties with responsibilities including organization of expendable and non-expendable goods, oversight of communication systems and maintenance of disaster response vehicles.
- Served as Caseworker for Disaster, International / Military Services clientele with responsibilities including comprehensive client interviews, financial need assessments and social/program service requirements.
- Responded to disasters on both the local and national level.

**AmeriCorps - National Civilian Community Corps (\*NCCC)***Service Learning Coordinator*San Diego, CA  
August 1999 – September 2001

- Developed education activities for multiple service learning projects with the execution of over 100 projects annually with responsibilities including member development oversight, site visits, and projection report evaluations/audits.
- Organized Team Leader Training and Corps Member Training programs including the coordination of instructors and supplies in multiple locations for sixty consecutive days of training for 300 participants.

**AmeriCorps - National Civilian Community Corps (\*NCCC)***Team Leader / Corps Member*San Diego, CA  
October 1997 – August 1999

- Supervised a team of thirteen Corps Members in their performance of community service with responsibilities including member development, performance evaluation, support and group discipline.
- Performed over 3400 hours of service through non-profit organization within the Western United States. These services included education initiatives, environmental projects, public safety programs and the allocation of unmet human social/societal needs through multiple non-profits including the YMCA, Boys & Girls Clubs, Habitat for Humanity and American Red Cross.

**Relevant Experience / Certifications****Language Arts Teaching Certification***Secondary Education*Oklahoma  
May 1997 - Present**American Red Cross***Certified instructor for Disaster, First Aid/ CPR, Diversity and HIV/ AIDS programs*Dallas/Fort Worth, Texas  
2003 - Present**Texas Educator Certificate***English – Language Arts for Grades 8-12*Texas  
May 2003 - Present**AmeriCorps Alums of North Texas**

Founder and Chapter Leader

Dallas/Fort Worth, Texas  
September 2005 - Present**Sustainable Education Solutions***Executive Board Vice President*Dallas/Fort Worth, Texas  
June 2012 – Present**References**

Diana O'Neill- Long Island Volunteer Center

Executive Director  
516-564-5482 [REDACTED]

Susie Spartano- American Red Cross N. Texas Region

Regional Director, Volunteer Services  
214-678-4333 [susie.spartano@redcross.org](mailto:susie.spartano@redcross.org)

Alicia Frye- Jonathan's Place

CEO  
214-471-2086 [afrye@kidnet.org](mailto:afrye@kidnet.org)

Anne Glasscock- Kaufman Chamber of Commerce

President/CEO  
972-971-7593 [aglasscock@kaufmanchamber.org](mailto:aglasscock@kaufmanchamber.org)

## Training and Disaster Response Records-Lisa Rancee Tatum

Training provided- HandsOn Network (contract position)

6/12/07	Volunteer Motivation	On-line/Web-ex	20-30
8/14/07	Using New Media to Leverage Volunteers *also contracted to develop this training	On-line/Web-ex	40-50
1/17/08	Developing High-impact Service Projects	On-line/Web/ex	30-35
1/24/08	Leading Effective Volunteer Projects	On-line/Web-ex	30-35

Training provided- American Red Cross (paid/volunteer engagements)

Date	Title of Training	Location	# of Students
2/22/03	ERV: Ready Set Roll	Dallas, TX	6
3/18/03	Damage Assessment	Dallas, TX	7
1/24/04	ERV- Ready, Set, Roll	Dallas, TX	12
2/4/04	Fundamentals of Instruction and Facilitation	Dallas, TX	12
8/1/04	Introduction to Disaster	Dallas, TX	3
8/17/04	Shelter Operations	Dallas, TX	6
9/15/04	Public Affairs	Dallas, TX	10
9/17/04	Introduction to Disaster	Dallas, TX	20
10/1/04	Shelter Operations	Dallas, TX	1
10/1/04	Mass Care	Dallas, TX	1
12/18/04	Introduction to Disaster	Dallas, TX	16
2/2/05	Mass Care	Dallas, TX	3
2/8/05	Introduction to Disaster	Dallas, TX	8
2/8/05	Fundamentals of Instruction and Facilitation.	Dallas, TX	3
2/15/05	Mass Care	Dallas, TX	3
2/19/05	Standard First Aid w/AED	Dallas, TX	8
2/19/05	Adult CPR/AED	Dallas, TX	2
2/19/05	Standard First Aid w/AED challenge	Dallas, TX	1
3/23/05	Introduction to Disaster	Dallas, TX	11
3/23/05	Mass Care	Dallas, TX	4
6/30/05	Introduction to Disaster	Dallas, TX	19
6/30/05	Mass Care	Dallas, TX	10
8/22/05	Mass Care	Dallas, TX	5
10/18/05	Logistics	Dallas, TX	11
5/10/06	Working with Total Diversity	Dallas, TX	13
6/30/06	Introduction to Disaster	Dallas, TX	21
6/30/06	Community Services Overview	Dallas, TX	11
8/4/06	Community Disaster Education presenters workshop	Dallas, TX	8
9/19/06	CDE presenters workshop	Terrell, TX	3
10/17/06	Shelter Manager's workshop	Dallas, TX	19
1/3/07	Pandemic Influenza Leader Workshop	Dallas, TX	8
1/3/07	Fulfilling Our Mission	Dallas, TX	8
1/30-31/07	Disaster Instructor Specialty Training	Dallas, TX	8
2/20/07	Pandemic Influenza Leader Workshop	Dallas, TX	3
2/22/07	Pandemic Influenza Leader Workshop	Dallas, TX	3
3/30/07	Pandemic Influenza Leader Workshop	Dallas, TX	4
5/23/07	Working With Total Diversity	Dallas, TX	9
9/28/07	Working With Total Diversity	Terrell, TX	11
12/17/07	First Aid/ CPR	Dallas, TX	9
1/25/08	Working with Total Diversity	Dallas, TX	7
2/7/09	First Aid/CPR	Lewisville, TX	4
5/28/09	First Aid/CPR	Pittsburgh, PA	19
6/21/09	First Aid/CPR	Cedar Hill, TX	15



8/19/10	Working with Total Diversity	Dallas, TX	12
12/9/10	First Aid/CPR	Dallas, TX	1
7/24/11	Adult FA/CPR/AED	Dallas, TX	1
12/31/12	Adult FA/CPR	Dallas, TX	1

Training attended- American Red Cross

Date	Title of Training	Location
10/15/97	Introduction to Disaster Services	San Diego, CA
10/16/97	Mass Care	San Diego, CA
10/17/97	Logistics	San Diego, CA
2/13/98	Shelter Operation	Sacramento, CA
1/19/02	Disaster Action Team Orientation	Dallas, TX
1/26/02	Damage Assessment I	Dallas, TX
2/16/02	Orientation to the Red Cross	Dallas, TX
3/7/02	Family Services: Providing Emergency Assistance	Denton, TX
3/13/02	Orientation to International Services	Dallas, TX
3/21/02	Serving a Diverse community	Dallas, TX
3/23/02	Public Affairs in Disaster I	Dallas, TX
4/4/02	Counterbalanced Sit-down Rider Forklift Truck Training	Dallas, TX
5/18/02	Fundamentals of Instruction and Facilitation	Dallas, TX
5/20/02	Disaster Instructor Specialty Training	Tulsa, OK
8/19/02	Preventing Disease Transmission	Dallas, TX
10/20/02	ERV's- Ready Set Roll	Dallas, TX
12/17/02	Performance Management	Dallas, TX
2/26/04	Working Together: Building Effective Paid and Volunteer Relationships	Dallas, TX
3/24/04	Shelter Simulation	Dallas, TX
7/06/04	Disaster Assessment	Dallas, TX
8/24/04	Personnel Practices for Supervisors	Dallas, TX
9/3/04	DWI: Connecting your community	Dallas, TX
10/7/04	HIV/AIDS Starter facts	Dallas, TX
10/14/04	Basic HIV education and prevention instructor	Dallas, TX
1/4/05	Adult CPR w/AED	Dallas, TX
1/4/05	Workplace Training: Adult CPR	Dallas, TX
1/4/05	Standard first Aid	Dallas, TX
1/4/05	Fundamentals of Instructor training	Dallas, TX
1/6/05	First Aid/CPR/AED instructor	Dallas, TX
3/31/05	HIV/AIDS Starter Facts (Instructor)	Dallas, TX
2/5/05	Family Service Supervision	Dallas, TX
2/24/05	Human Resources in Disaster	Dallas, TX
7/21/05	Instructor Trainer Candidate Course	Dallas, TX
7/25/05	Performance Development Training	Dallas, TX
3/3/06	NITC- Diversity Series	Dallas, TX
3/16/06	Financial and Statistical Information Management	Dallas, TX
12/1/06	CPR/AED Adult	Dallas, TX
1/3/07	Pandemic Influenza Leader Update	Dallas, TX
10/16/06	Foundational Awareness of Weapons of Mass Destruction Terrorism (DHS NGO Pilot)	Dallas, TX (online)
4/13-14/07	Fundamentals of Chapter Disaster Operations Management	Dallas, TX
8/11/09	Staff Services Workshop Spontaneous Volunteer Background Check Procedures	Dallas, TX (online)
1/18/12	Volunteer Management System Training	Dallas, TX
1/24/12	Volunteer Reception Center Overview	Dallas, TX
2/14/12	Sensitivity and Awareness eLearning (course reviewer)	Dallas, TX (online)

10/3/12	Disaster Services Overview and New Volunteer Orientation (Training Development evaluator)	Dallas, TX
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Training attended- Other

9/16-19/98	National Crime Prevention Council	AmeriCorps *NCCC Supervisory Skills Training
9/15/98	National Safety Council	Coaching the Van Driver
9/30/98	National *Civilian Community Corps	Team Leader Training
1/22/00	Corporation for National Service and National Crime Prevention Council	National Service Supervisory Training of Trainers
5/18/01	National Service Leadership Program	National Service Leadership Institute
9/4-6/2005	Points of Light	National Conference on Volunteering and Service
7/31/07	Mentors in Motion	Mentorship Training
9/11/07	Dallas After School Network	Creating a Safe After School Environment
9/22/07	Trinity River Mission	Tutor Training
11/7/07	Dallas After School Network	Southwest Educational Development Laboratory Toolkit
11/19/07	Handle With Care	Verbal De-escalation
11/20/07	Handle With Care	Physical De-escalation
11/28/07	Dallas After School Network	Child Care Licensing Requirements
6/13/08	Aerie	Wilderness First Aid
6/15-21/08	Student Conservation Association	Crew Leader Training
8/14-17/2008	Hugh O'Brian Youth Leadership	Training Institute
10/2/08	White House Office of Faith-Based and Community Initiatives	Transforming Lives Through Workforce Development
10/7-8/08	Intercultural Development Research Association	Workshop on Workshops
1/21-22/09	Texas Trails Network	2009 Conference
2/12/09	Skillpath Seminar	The Indispensable Assistant
2/15-20/09	Student Conservation Association	Conservation Work Skills Training
3/6/09	Dallas Area Directors of Volunteers	Volunteer Managers Conference
5/26-31/09	Student Conservation Association	Crew Leader Training (also trainer)
6/13-21/09	Student Conservation Association	Crew Leader Training (Training Coordinator)
7/22-24/09	AmeriCorps VISTA	VISTA Supervisor's Training
10/3-4/09	American Canoe Association	Basic Canoe Instructor Training
10/4-8/09	Student Conservation Association	Conservation Work Skills Training
10/17/09	Texas Parks and Wildlife	Project WILD
11/14/09	Texas Parks and wildlife	Project WILD Aquatic
5/22-27/10	Student Conservation Association	Crew Leader Training (also trainer)
6/2-6/10	Student Conservation Association	Crew Leader Training (also trainer)
1/3/11	FEMA- Emergency Management Institute	ICS-100 Introduction to Incident Command System
1/4/11	FEMA Emergency Management Institute	IS-00288 Role of Voluntary Agencies in Emergency Management
1/4/11	FEMA Emergency Management Institute	IS-00020.11 Diversity Awareness
1/4/11	FEMA Emergency Management Institute	IS-00700.a National Incident Management System (NIMS) An Introduction
1/5/11	FEMA Emergency Management Institute	IS-00800.b National Response Framework, An Introduction
4/11/11	FEMA Emergency Management	IS-00120.a An introduction to Exercises

	Institute	
4/11/11	FEMA Emergency Management Institute	IS-00235.a Emergency Planning
4/11/11	FEMA Emergency Management Institute	IS-00139 Exercise Design
6/20-22/11	Texas Citizens Corps and Texas State VOAD	Texas Unites Conference
6/29/11	FEMA Emergency Management Institute	IS-317 Introduction to Community Emergency Response Teams
7/19/11	The National Center for Child Traumatic Stress	Psychological First Aid Online
7/29-31/11	Eastern Michigan University- Center for Regional and National Security	Teen Cert Train The Trainer
8/10-12/11	HandsOn Network	Disaster Boot Camp
10/26-28/11	HAM Radio Operators Course	Ham Radio Licensure
6/17-20/12	Points of Light	National Conference on Volunteering and Service
6/28/12	ABT in Action	Asset Based Thinking Workshop
10/16-18/12	FEMA Classroom based training	HSEEP- Homeland Security Exercise and Evaluation Program
11/15/12	Church of Jesus Christ of Latter Day Saints (Hurricane Sandy)	Collaborative Work Order System
12/4-5/12	Church World Service	Long Term Recovery Basics
1/23-24/13	Texas Department of Emergency Management	Donations Management (G 288)
1/31-2/3/13	FEMA	Spontaneous Volunteer Management in Times of Disaster (EMI)
5/10/13	FEMA	Training for Regional Collaboration Course (MGT-419)
8/3/13	University of Texas At Arlington Office of Multicultural Affairs	Diversity Training Series- Microaggressions

#### Training authorizations- American Red Cross

Expires	Course	Unit
12/31/07	First Aid/CPR/AED	Dallas, TX
12/31/07	HIV/AIDS Starter Facts	Dallas, TX
12/31/07	Basic HIV Education and Prevention	Dallas, TX
N/A	Basic Disaster Instructor	Dallas, TX
N/A	Working with Total Diversity	National Headquarters
N/A	Managing Total Diversity	National Headquarters
N/A	Community Disaster Education presenter's Workshop	Dallas, TX
N/A	Disaster Instructor Specialty Trainer	National Headquarters
N/A	Pandemic Influenza Presentation Leader	Dallas, TX

#### American Red Cross Disaster Services Human Resources (DSHR) Job History

Date	Disaster Response Name and Number	Location	Function
2/98	554 Central California Flood	Sacramento, CA	Mass Care/Tech
2/98	555 No. CA Coastal Flood	San Francisco, CA	Logistics/Tech
10/02	266 Hurricane Lili	Dallas, TX	Mass Care/Tech (Emergency Response Vehicle)
11/02	294 South TX Flood Tornado	Corpus Christi, TX	Mass Care/Tech (Emergency Response Vehicle)
4/03	451 North Central TX Tornado	Venus, TX	Mass Care/Tech

			(Emergency Response Vehicle)
3/04	672 North Central TX Tornado	Dallas, TX	Mass Care/Tech
8/05	009-06 Hurricane Katrina	Dallas, TX	Staffing/Training
9/05	393-06 Hurricane Rita	Dallas, TX	Staffing/Training
3/06	383-06 DFW Metro 3/06 Flood	Dallas, TX	Client Services/Client Casework
9/08	238-09 Hurricane Ike	Dallas, TX	Staffing/Training

Disaster Response History (not American Red Cross affiliated)

Date	Disaster Response Name and Number	Location	Function
4/12	North Texas Tornadoes	Arlington, Lancaster, Forney, TX	Spontaneous Volunteer Management
11/12	Hurricane Sandy	Long Island, NY	Spontaneous Volunteer Management
4/13	West Texas Response	West, TX	Donations Volunteer

Conference/Speaking Engagements/Training

Date	Event/Location	Topic	Audience
3/26-28/07	Massachusetts Service Alliance/ Boston, MA	Disaster Response	75
3/14-16/07	Hands on Network Conference and AmeriCorps Alums/New Orleans, LA	Disaster Response	100
4/1-3/07	Corporation for National and Community Service- Finding Your Niche in Disaster Services/Dallas, TX	Disaster Response	150
5/9-11/07	Corporation for National and Community Service- Best practices Conference/Jacksonville, FL	Disaster Response	100
9/24/08	South Grand Prairie High School/ Grand Prairie, TX	Community Service	55
10/15/08	South Grand Prairie High School/ Grand Prairie, TX	Community Service	55
10/21/08	Trinity River Corridor Project- City Council/ Dallas, TX	Conservation Programs	30
1/22/09	Texas Trails Network/ Waco, TX	Conservation and Community Service	75
3/3/09	Trinity River Corridor Project- Dallas City Council/ Dallas, TX	Conservation Programs	30
5/17/09	Hugh O'Brian Youth Leadership Seminar/ Ft. Worth, TX	Closing Ceremonies	350
12/9/09	Governor's Non-Profit Leadership Conference- AmeriCorps Leadership Council	AmeriCorps Alums/Life After AmeriCorps	26
5/16/10	Hugh O'Brian Youth Leadership	Closing ceremonies	400
4/29/11	Texas Emergency Management Conference	Mass Care Task Force	25
8/6/11	CitySquare AmeriCorps Program	AmeriCorps Alums/Life After AmeriCorps	30
3/31/12	Life After AmeriCorps Conference (North Texas)	AmeriCorps/Life After	65
9/8/12	City Square (AmeriCorps)	Volunteer Management	40

9/16/12	Directors of Volunteers in Agencies	Recruiting Diverse Volunteers	40
12/7/12	Hurricane Sandy Presentation	Tarrant County VOAD	25
12/12/12	Hurricane Sandy Presentation	Dallas County VOAD	30
2/5/13	Hurricane Sandy Presentation	Arlington Christian Disaster Network	25
4/19/13	Life After AmeriCorps Conference (North Texas)	AmeriCorps Alums/Life After AmeriCorps	80
6/13-14/13	Spontaneous Volunteer Reception Center Simulation	Texas Association of Volunteer Centers	10
6/22/13	Disaster Immersion Learning Series	HandsOn Network Affiliates	25
6/29/13	Disaster 101 for AmeriCorps members	AmeriCorps Members	10
8/3/13	Life After AmeriCorps	AmeriCorps Members	50

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Trinity Environmental Academy
2. Full name Megan Woolard Arredondo  
Home Address 20315 Standish Rd, San Antonio, TX 78258  
Business Name and Address \_\_\_\_\_  
Phone Number (210)897-1038  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

4. What was your motivation to serve on the board of the proposed charter school?  
As a strong supporter of environmental education, I feel the need for green schools such as Trinity Environmental Academy is great.
5. What is your understanding of the appropriate role of a public charter school board member?  
To oversee the operations of the school and makes sure it is financially sound and follows the law. Also, to help define the vision decide how the school will operate.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I am a founding member of Sustainable Education Solutions board of directors. I have more than five years of experience in education and Environmental Education.
7. Describe the specific knowledge and experience that you would bring to the board.  
My experience in Environmental Education and curriculum design.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Trinity Environmental Academy will develop tomorrow's leaders through innovative curriculum and project based learning that is grounded in the principles of Environmental Education.
2. What is your understanding of the school's proposed educational program?  
Inquiry and project based learning that that grounded in research-based Environmental and STEM curriculum. Where relevant, the school will integrate community based learning and service learning in order to empower students to be change agents.
3. What do you believe to be the characteristics of a successful school?  
Innovation, high standards, and commitment to success.
4. How will you know that the school is succeeding (or not) in its mission?  
Through student surveys upon exit, graduation, and post-graduation. Above average college acceptance rates of graduates.

## Governance

1. Describe the role that the board will play in the school's operation.  
The board will ensure Trinity Environmental Academy is financially and legally sound. The board will also make sure the initial vision of the school is adhered to.

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2. How will you know if the school is successful at the end of the first year of operation?  
The school will have successfully operated within budget and student assessment scores will meet, or exceed, AYP standards. There will be strong community support.

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3. How will you know at the end of four years of the school is successful?  
Student assessment scores will continue to improve. The school will have operated within budget. There will be a strong community support and funding base for the school. Programming will continue to expand and the school will have successfully doubled its initial enrollment.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Review the budget and operating costs regularly and intervene when necessary. Make sure all operating decisions are within budget. Ensure there is a student to teacher ratio that is conducive to the achievement of high academic standards.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would take the issue to the board president or Superintendent if the president's conduct is in question.

## Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know these individuals  Yes  
I worked with Lisa Tatum in 2008 as an AmeriCorps intern while she was Program Coordinator of the Dallas Student Conservation Association. Jennifer Hoag was my supervisor at Pegasus School of Liberal Arts and Sciences in the Fall of 2010.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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- Not applicable because the school does not intend to contract with an education service provider or school management organization.  
 I / we do not know any such persons     Yes
- 

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A     I / we or my family do not anticipate conducting any such business     Yes
- 

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family     Yes
- 

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
N/A
- 

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
August 2010-June 2012: Science Inquiry Dimension Teacher with Pegasus School of Liberal Arts and Sciences/Pegasus Charter School located at 601 N. Akard, Suite 203, Dallas, TX 75201  
November 2012-February 2013: High School Science Teacher with Meadowlands Charter School/Roy Maas Youth Alternatives located at 121 Old San Antonio Rd, Boerne, TX 78006.  
February 2013-Present: Special Education Teacher with Texas Virtual Academy/Responsive Education Solutions located at 1955 Lakeway Drive, Suite 250B, Lewisville, TX 75057.
- 

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes     No    If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

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10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes     No    If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

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11. 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     No    If so, give details.
- 

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question



14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

**Certification**

I, Megan Woolard Arredondo, 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 *Megan Woolard Arredondo* Date 3/19/14

**VERIFICATION**

State of Texas  
County of Kendall

On this day, Megan W. Arredondo (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 me this 19<sup>th</sup> day of March, 2014.

(Notary Public) *Nina H. Woolard*  
My commission expires 3/9/17

(SEAL)



**Megan Woolard Arredondo**  
20315 Standish Rd  
San Antonio, TX 78258  
Phone: (210)897-1038  
E-Mail: [REDACTED]

**CERTIFICATIONS:** *Teacher Certification:*

Special Education, Grades EC-12, State of Texas  
Science, Grades 4-8, State of Texas

**EDUCATION:**

**Bachelor of Arts in Social Work, May 2007**

Texas Tech University, Lubbock, Texas  
3.7 GPA within major coursework  
Minor in Environmental Studies  
Dean's List (Spring and Fall 2005, Spring 2007)

**Master of Education in Environmental Education, October 2014**

Concordia University, Portland, Oregon

**EDUCATION  
EXPERIENCE:**

**Alternative Special Education Program Teacher, Present Position  
Responsive Education Solutions**

- Complete all ARD paperwork related to Alternative Special Education Students, including reevaluations, Annual, and Brief ARD paperwork.
- Develop and monitor course of study for high school students to ensure required credits are met.
- Develop and implement a high quality virtual education program to properly serve student academic, social, and developmental needs.
- Work closely with parents to develop an individual education plan for students.
- Develop lesson plans for all core and elective alternative special education classes.
- Work closely with any general education teachers to heavily modify coursework to fit student needs.
- Schedule and facilitate all STAAR-ALT testing.

**Previously held position within same district: High School Special Education Teacher, 2012-2013 SY**

- Develop IEPs, Course of Studies, Schedule of Services, Transition Assessments, Reevaluations, and modified assignments for students receiving Special Education services.
- Help facilitate Transition, Brief, and Annual ARDs for students on assigned caseload.
- Provide content mastery and tutorial support for Special Education students.
- Maintain open lines of communication with students and families in order to ensure academic success.

**Science and Environmental Education Inquiry Dimension Teacher, 2010-2012**

**Pegasus School of Liberal Arts and Sciences**

- Developed and planned the curriculum for the 7<sup>th</sup>-8<sup>th</sup> grade course entitled Outdoor Stewardship.
- Taught project and lab-based courses to 4<sup>th</sup>-8<sup>th</sup> graders on a nine-week rotation.
- Assisted with coordination of weekend day and overnight outdoor trips with Sierra Club partnership.
- Implemented IEP's, behavior management plans, and attended ARD's for special education students.

**Educational Chaperone for Environmental Science Field Course, Summer 2011**

**Boerne Independent School District**

- Chaperoned and provided educational assistance for the 2011 Boerne High School Environmental Science Field Course. Students conducted field work and observations throughout the central and western United States. Assisted with the twenty-four hour supervision of 24 students over a two week period.

**AmeriCorps Program Intern and Environmental Education Coordinator, 2008**

**Student Conservation Association**

- Coordinated all logistics regarding Environmental Education for the local high school summer conservation crew program.
- Assisted in the supervision of 25 high school aged students.
- Planned and implemented week-long outdoor recreational experience for student participants upon successful completion of the six week summer program.

**PROFESSIONAL  
DEVELOPMENT**

*Spring 2013:* Online Instructor's Training, Harris County Department of Education (30 hours)  
*Spring 2011:* Differentiating Instruction for English Language Learners,  
Harvard Graduate School of Education (45 hours)

**VOLUNTEER  
EXPERIENCE**

**2011-Present:** Sustainable Education Solutions Board of Directors (Member), Dallas, Texas  
**2009-2010:** Colorado River Foundation Volunteer Docent, Austin, Texas  
**2010:** Volunteer with Texas Rowing for All "Rock the Boat" Program, Austin, Texas  
**2005-2007:** Volunteer Advocate with Court Appointed Special Advocates, Lubbock, Texas

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Trinity Environmental Academy
2. Full name Dhriti Pandya  
Home Address 2752 Gaston Ave. #837  
Dallas, TX 75226  
Business Name and Address N/A  
Phone Number 972-522-9684  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

---

4. What was your motivation to serve on the board of the proposed charter school?  
Belief in the potential of the Great Trinity Forest to be a catalyst for student learning.
5. What is your understanding of the appropriate role of a public charter school board member?  
The role of any Board member is governance of the organization. A public charter school Board member must guide decision-making and oversee the organization to ensure sound fiscal management and ensure that students are receiving a quality education.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I bring fundraising and development knowledge based on my field of work as well as expertise regarding service-learning and student engagement.
7. Describe the specific knowledge and experience that you would bring to the board.  
Knowledge of fundraising and development and the ability to oversee financial solvency for the organization.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The mission of TriEA is to utilize environmental education as a framework for student learning, utilizing the Great Trinity Forest as a catalyst for student learning. By utilizing project based-learning, TriEA will provide strong sustainability education, STEM-focused education and curriculum, and give students an understanding of their natural and built environments through the use of various learning tools such as service-learning and project-based learning. These commitments to guiding beliefs such as STEM-focused education, sustainability, and combating Nature Deficit Disorder shape our mission to educate global citizens.
2. What is your understanding of the school's proposed educational program?  
Education at TriEA will center on project-based learning, engaging teachers to plan with the end in mind, and collaboration. While meeting all state requirements regarding testing and content

standards, the focus on environmental education will allow scholars to investigate real phenomena in an intentional way. This will foster engagement, which can be lacking in traditional school environments, and create a culture of high achievement and a sense of place.

---

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

Commitment to excellence in academics, behavior, and achievement. A successful school fosters a respectful culture of learning and achievement and drives students towards internal ownership of their academics so they have the motivation to excel and take charge of their future.

---

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

TriEA's goal is to achieve U.S. Green Ribbon designation, and it is our imperative to work towards this designation. With commitment to outcomes and measurement, we will be able to do this, and this will show initial success in student learning outcomes in order to move towards this designation. It will also be critical as the school evolves to provide ongoing information about student academic success and alignment with environmental education best practices in achieving these goals.

---

### **Governance**

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

The Board of Directors will provide oversight and expertise in the school's operation. The Board will be engaged in the work of the administrators and educators at the school and provide strategic direction in moving towards larger outcomes such as U.S. Green Ribbon designation. The Board will also provide fundraising support and fiscal management oversight.

---

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

The school will have full enrollment, high student and staff retention, and maintain community support. A stable financial position and a strong Board of Directors will also be critical.

---

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

High student achievement metrics, financial stability, and a strong and retained Board of Directors, staff, and volunteer base.

---

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

Hiring of qualified staff who are passionate about providing environmental education to students as well as engaging with donors who are committed to the vision for TriEA and environmental education in the Dallas area.

---

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

The Board of Directors will work with school officials to adopt an ethics policy once the school is open to outline the steps taken – typically a discussion with the individual or parties involved, discussion as a full Board, and a recommendation on actions to be taken with an appeals and corrective action process in place.

---

### **Disclosures**

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

All the prospective Board members for the proposed school have been working very closely together to take all the steps necessary to reach this point in the application process. I have worked closely with Jennifer Hoag and Megan Arredondo in this effort. Lisa Tatum is the individual who brought me to the project; we are close personal friends, previously worked together, and she believed, accurately, that I would be passionate about a proposed school such as TriEA.

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

I have worked with Michael Hooten (school employee) to develop the application for the proposed school. I know various individuals in the Dallas area who are educators in districts, charter schools, and education-focused nonprofit organizations.

---

3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

My husband, Matthew Stocks, does video and marketing work and he may be able to provide such services to the school. The individual who donated his time in designing the logo for Sustainable Education Solutions, Alex Hamby, is a personal friend. The school will go through an RFP process in hiring for either of these services instead of receiving these services as gifts in kind.

---

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

---

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

I work for Junior Achievement of Dallas, a nonprofit organization providing financial literacy, work readiness, and entrepreneurship education to Dallas area students. Junior Achievement may provide programs in schools. Junior Achievement does not charge schools for any programs it provides.

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

N/A

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

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I do not plan to receive any compensation while serving as a Board member for TriEA.

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

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

11. 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  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

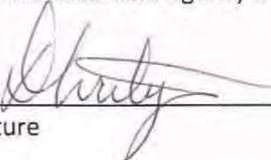
13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

### Certification

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

Signature



Date

March 27, 2014

VERIFICATION

State of TEXAS

County of DALLAS

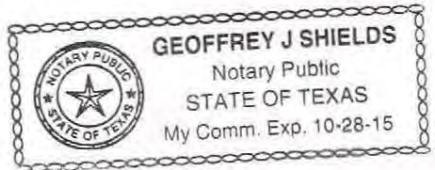
On this day, DHRI TI PANDYA (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 22 day of MARCH, 2014.

(Notary Public) Geoffrey Shields

My commission expires 10-28-14

(SEAL)



DHRITI PANDYA)  
2752 Gaston Ave. Apt. #837)  
Dallas, TX 75226)  
Phone: (972) 522 9684 Email: [dhripand@gmail.com](mailto:dhripand@gmail.com))

## EDUCATION

Some Graduate Coursework, **University of North Texas**, (08/09-05/10)  
Completed graduate-level courses in business and mathematics.  
GPA: 3.4

Bachelor of Arts *Cum Laude*, **Austin College**, May 2009  
Major: Mathematics  
Minor: Biology  
GPA: 3.5

## EMPLOYMENT

Senior Development Manager, **Junior Achievement of Dallas, Inc.** (02/12 - Present)  
Raises annual operating revenue to provide fiscal sustainability allowing JA Dallas to deliver programs and services to students, educators, donors, and other stakeholders in our community. Fundraising activities reach Dallas area corporations, private and family foundations, and individuals through prospecting, face to face solicitation, grant writing, direct mail, annual campaigns, etc.

Grants Consultant, **Volunteer Center of North Texas** (02/11-02/12)  
Responsible for researching and writing grant proposals to foundations, corporate giving programs to support organization programs and services. Experienced in writing federal grants. Track all grants and submit accurate, punctual reports and follow-up. Provide support with fundraising campaign proposals, events, and meetings.

Youth Volunteer Corps Coordinator, **Volunteer Center of North Texas**, *AmeriCorps*, Dallas, TX (06/10-11/10)  
Complete 912 hours of national service as an AmeriCorps Member. Partner with nonprofit agencies to develop and implement service-learning projects for middle and high school students.

Tutor, **In-Touch Tutoring**, Carrollton, TX (02/09-12/11)  
Tutor students in calculus, pre-calculus, algebra 2, and study skills based on individual learning styles and curriculum.

Student Support Coordinator, **University of North Texas Athletics**, Denton, TX (05/09-02/10)  
Responsible for the hiring, retention, and development of tutors and academic coaches for North Texas Athletics tutoring program.

Resident Assistant, **Austin College**, Sherman, TX (08/08-05/09)  
Responsible for the community development through events and programs and freshman supervision in residence halls. Won the "Student Developer of the Year" award.

## VOLUNTEER ACTIVITIES

)  
Board Member, **Sustainable Education Solutions**, Dallas, TX (06/12 - Present)

)  
Chapter Co-Lead, **AmeriCorps Alums of North Texas** (11/10-Present)  
Communicate with AmeriCorps Alums and members regarding service projects and events through social media and email. Coordinate with local programs to host a Life After AmeriCorps seminar.



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve  
Trinity Environmental Academy
2. Full name  
Carolynne Chancellor  
Home Address  
5131 Vanderbilt Dallas, TX 75206  
Business Name and Address  
\_\_\_\_\_  
Phone Number  
214-478-5359  
E-mail address  
[REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes  
Previously served on board of Pegasus School of Liberal Arts and Sciences, The Kessler School, and Rosemont (Elementary) Early Childhood PTA. Served as Committee Member for Finance and Pre-School program at Kessler Park United Methodist Church.
4. What was your motivation to serve on the board of the proposed charter school?  
Want to contribute to an innovative school, in a high need area, founded by outstanding leadership.
5. What is your understanding of the appropriate role of a public charter school board member?  
Provide responsible guidance and oversight of the school. Consider situations that come before the board with fairness and good judgment. Ensure effective leadership over management and operations, and strong internal controls over financial matters.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Served on charter school board for 10 years. Served on boards and committees for local school, community organizations, and church.
7. Describe the specific knowledge and experience that you would bring to the board.  
Background in finance and business. Experience on charter school board and as CFO of charter school.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Create an environmental school both in practice and academics
2. What is your understanding of the school's proposed educational program?  
Project based learning using environmental and STEM curriculum. Using the outdoors as a learning laboratory, through nature, farming, green practices.
3. What do you believe to be the characteristics of a successful school?  
Creative environment, motivated staff and participating families.
4. How will you know that the school is succeeding (or not) in its mission?  
School leadership will evaluate and assimilate results of student progress

## Governance

1. Describe the role that the board will play in the school's operation.  
Establish and oversee guidelines for operations and policies.

---
2. How will you know if the school is successful at the end of the first year of operation?  
Positive results, satisfaction from students, parents, community, and partners.

---
3. How will you know at the end of four years of the school is successful?  
As above, plus mission fulfillment of green campus and environmental impact.

---
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Continue support in this South Dallas neighborhood that has been long neglected.

---
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
Bring the issue to the board in a manner consistent with the board rules.

---

## Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know these individuals  Yes  
Jennifer Hoag and I worked together at Pegasus Charter School (Pegasus School of Liberal Arts and Sciences)

---
2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees  Yes  
Jennifer Hoag, Michael Hooten and I worked together at Pegasus School of Liberal Arts and Sciences.

---
3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons  Yes

---
4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons  Yes

---
5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A  I / we or my family do not anticipate conducting any such business  Yes

---
6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is

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partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

---

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

Chief Financial Officer, Pegasus School of Liberal Arts and Sciences, Dallas, TX, 2000-2011

---

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

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

---

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

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

---

11. 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  No If so, give details.

---

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

---

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

---

**Certification**

I, Carolynne Chancellor, 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.

Carolynne Chancellor  
Signature

3/26/14  
Date

**VERIFICATION**

State of Texas

County of Smith

On this day, Carolynne Chancellor (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 me this 26th day of March, 2014.

(Notary Public) Laura Gutierrez

My commission expires 12.16.2015

(SEAL)



# Carolynne Chancellor

---

5131 Vanderbilt  
Dallas, TX 75206  
[REDACTED]  
214-478-5359

## Experience

2011-present Tara Vineyard & Winery Athens, TX

### **Outside Sales & Marketing, Tasting Room & Restaurant, Winery Operations**

2008-present Noonday Vineyards Tyler, TX

### **Owner**

Planned design and trellis construction, managed planting and ongoing maintenance of 2.5 acre vineyard growing Black Spanish, Lomanto and Blanc du Bois grapes

2000-2011 Pegasus School of Liberal Arts & Sciences Dallas, TX

### **Chief Financial Officer**

- Managed State and Federal Funding and grants averaging \$4 million dollars per year
- Project manager overseeing renovation grant and construction for building renovation at downtown Dallas YMCA

1982–1999 Elm Development Co. Dallas, TX

### **Vice President**

- Real Estate Broker/Property & Investor Management

## Education

2011-present Grayson County College Denison, TX

- Viticulture & Enology Program

1982 Southern Methodist University Dallas, TX  
B.A., Business Administration

## Community Involvement

Kessler Park United Methodist Church

- Finance Committee
- Parents Day Out Board

The Kessler School

- Treasurer 2006-2008
- Pumpkin Patch Co-Chair 2005-2009

Rosemont Early Childhood PTA

- Board Positions 2003-2005

**References**

Sandro DiSanto, Winemaker, Tara Vineyard and Winery

John C. Tatum, Jr., President, Elm Development Co.

Jennifer Hoag, School Director, Pegasus School

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment D: Assurances

Sponsoring Entity: Sustainable Education Solutions

Proposed Charter School Name: Trinity Environmental Academy

## **Nineteenth Generation Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances**

*TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-.1265* require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

**Check one:**

- Yes  
 No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

**Check one:**

- Yes  
 No

*TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28* and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

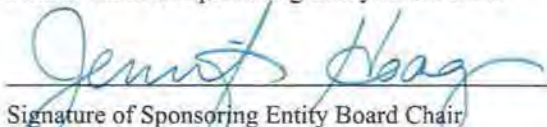
**Check one:**

- Yes  
 No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Jennifer Hoag

Printed Name of Sponsoring Entity Board Chair

  
Signature of Sponsoring Entity Board Chair  
(must sign in blue ink)

  
Date



**Sustainable Education Solutions**

Name of Sponsoring Entity

45-5584496  
FEI No./Taxpayer ID

**Trinity Environmental Academy**

Proposed Charter School Name

**TEXAS EDUCATION AGENCY**

**Division of Planning and Grant Reporting**

**General Application of Assurances for Federal Programs Administered by the U.S. Department of Education**

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
Jennifer Hoag				
Typed Title of Authorized Official of Charter Holder				
President	3/14/2014	469-554-6320		
Address of Charter Holder	City	State		
P.O. Box 570975	Dallas	TX	75357	

## ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

### Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f\* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

### AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

\* Section 1232f, United States Code, Title 20, Education

## RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

Sponsoring Entity: Sustainable Education Solutions

Proposed Charter School Name: Trinity Environmental Academy

## **Nineteenth Generation Charter Application Special Assurances Document**

*The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:*

*JH* **Open Meetings Requirements:**

The charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

*JH* Furthermore, the charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

*JH* **Public Information Requirements:**

The charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

*JH* **Criminal History Check Requirements:**

The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

*JH* **Annual Training Requirements:**

The charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

*JH* **Residential Facilities Monitoring (RFM) System:**

*The charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.*

*JH* **Special RF Training:**

The charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Sustainable Education Solutions

Proposed Charter School Name: Trinity Environmental Academy

**Admission and Enrollment**

- JH* The 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.
- JH* The 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.
- JH* The 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.
- JH* The 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 State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.
- JH* The charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

**Withdrawal and Expulsion Issues**

- JH* The charter holder understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
  - a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
  - the district discovers that the student has falsified enrollment information;
  - proof of identification is not provided; or
  - immunization records are not provided.
- JH* The 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.
- JH* The 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).

***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 the previous page.***

Jennifer Hoag

Printed Name of Sponsoring Entity Board Chair

*Jennifer Hoag*  
Signature of Sponsoring Entity Board Chair

3/14/14  
Date

Sponsoring Entity: Sustainable Education Solutions

Proposed Charter School Name: Trinity Environmental Academy

**Nineteenth Generation Charter Application  
Special Education Assurances and Development of Policies and Procedures**

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

**Electronic Submission**

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

**Applicant Assurance Statement**

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

**Future Updates to Policies and Procedures**

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

**Technical Assistance**

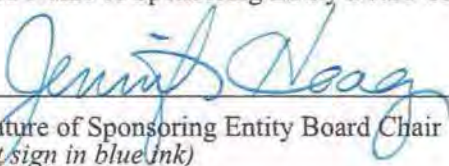
For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

**Assurance Statement**

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and *all* federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Jennifer Hoag

Printed Name of Sponsoring Entity Board Chair

  
Signature of Sponsoring Entity Board Chair  
*(must sign in blue ink)*

3/14/2014  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Dhriti Pandya Stocks  
(Please Print or Type Full Name)

Employer or Company Represented: N/A  
(Please Print or Type Full Name)

Position/Title: N/A  
(Please Print or Type Full Name)

Date of contribution or gift: October 4, 2013

Amount contribution or gift: \$10.00

Name of person receiving contribution or gift: Wendy Davis for Texas

Detailed description of contribution or gift: Initial campaign gift

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jennifer Hoag  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/14/2014  
Date

3/14/2014  
Date

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E: Eligibility Documents

**GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST**

A complete eligibility documentation submission must be assembled in this order:

- 1. Completed Eligibility Documentation Coversheet
- 2. 501(c)(3) determination letter from the IRS
- 3. Articles of Incorporation (*if incorporated before December 31, 2005*) OR Certificate of Filing and Certificate of Formation (*if incorporated after January 1, 2006*), and any amendments to these documents
- 4. Current bylaws including any amendments
- 5. Attendance receipt from an applicant information session
- 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.
- 7. Applicants from other states:
  - a. The completed Out of State Portfolio Demonstration Form (*found on the next page of this document*)
  - b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity

Sustainable Education Solutions

Primary contact person: Jennifer Hoag

Phone Number: 469-554-6320

Email: [REDACTED]

**Certification**

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 revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization

Jennifer Hoag

Name of Sponsoring Entity Board Chair

  
Signature of Sponsoring Entity Board Chair

3/15/2014  
Date



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

DEPARTMENT OF THE TREASURY

Date: **SEP 17 2013**

SUSTAINABLE EDUCATION SOLUTIONS  
C/O DLA PIPER LLP  
ALLEN PAGE  
401 CONGRESS AVE STE 2500  
AUSTIN, TX 78701

Employer Identification Number:  
45-5584496  
DLN:  
17053169302033  
Contact Person:  
YVONNE LIGGETT ID# 31296  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
June 13, 2012  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

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.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Sustainable Education Solutions  
801614738

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

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

Dated: 05/20/2013

Effective: 05/20/2013



A handwritten signature in black ink, appearing to read "John Steen".

John Steen  
Secretary of State



## Office of the Secretary of State

May 23, 2013

Attn: Jennifer L. Carroll

DLA PIPER  
401 Congress Avenue,, Suite 2500  
Austin, TX 78701 USA

----

RE: Sustainable Education Solutions  
File Number: 801614738

It has been our pleasure to file the Restated Certificate of Formation for the referenced entity. Enclosed is the certificate evidencing filing. Payment of the filing fee is acknowledged by this letter.

If we may be of further service at any time, please let us know.

Sincerely,

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

Enclosure

SOS481835810002-0



RQ2

AMENDED AND RESTATED  
CERTIFICATE OF FORMATION

OF

SUSTAINABLE EDUCATION SOLUTIONS  
(a Texas nonprofit corporation)

May 16, 2013

FILED  
In the Office of the  
Secretary of State of Texas  
MAY 20 2013

Corporations Section

ARTICLE I

Pursuant to the provisions of Section 3.059 of the Texas Business Organizations Code (the "TBOC"), Sustainable Education Solutions, a Texas nonprofit corporation (the "Corporation"), hereby adopts this Amended and Restated Certificate of Formation, which accurately copies the Certificate of Formation, filed on June 18, 2012 and as further amended by the Amended and Restated Certificate of Formation as hereinafter set forth and which contains no other changes in any provision thereof, other than omissions permitted by Section 3.059 of the TBOC.

ARTICLE II

The Certificate of in effect to date (the "*Existing Certificate*") is amended by the Amended and Restated Certificate of Formation as follows:

- A. Article III is hereby amended to clarify certain management provisions.
- B. Article V is hereby amended to add additional purpose language.
- C. Article VI has been added.
- D. Article VII has been added.
- E. Article VIII has been added.

ARTICLE III

Each such amendment made by the Amended and Restated Certificate of Formation has been effected in accordance with, and approved in the manner required by, the provisions of the TBOC and the governing documents of the Corporation.

ARTICLE IV

The Existing Certificate and all amendments thereto are hereby superseded by the following Amended and Restated Certificate of Formation, which accurately copies the text of the Existing Certificate and all amendments thereto and further amends the remaining text

thereof, and which contains no other change in any provision. The Amended and Restated Certificate of Formation shall be deemed to be the Corporation's certificate of formation.

**[The remainder of this page is intentionally left blank.]**

**AMENDED AND RESTATED CERTIFICATE OF FORMATION**

of

**SUSTAINABLE EDUCATION SOLUTIONS**

**May 16, 2013**

**ARTICLE I**

The filing entity being formed is a nonprofit corporation. The name of the entity is Sustainable Education Solutions (the "*Corporation*").

**ARTICLE II**

The initial registered agent is an individual resident of the state whose name is set forth below:

Jennifer A. Hoag

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

11223 Sinclair Avenue  
Dallas, Texas 75218

**ARTICLE III**

Management of the affairs of the Corporation is to be vested in its Board of Directors. The number of directors and the method of their election shall be fixed by, or in the manner provided in, the Bylaws of the Corporation; provided, however, that the number of directors shall never be less than three (3). The election of additional or replacement directors shall be made by the Board of Directors as provided in the Bylaws of the Corporation.

The number of directors constituting the initial board of directors is four, and the names and addresses of the persons who are to serve as directors are as follows:

<u>Name</u>	<u>Address</u>
Dhriti Pandya	2752 Gaston Avenue #837, Dallas, Texas 75226
Megan Woolard	163 Bentwood Drive, Boerne, Texas 78006
Lisa Tatum	7150 E. Grand Avenue #1813, Dallas, Texas 75223

#### ARTICLE IV

The nonprofit corporation will have no members.

#### ARTICLE V

The nonprofit Corporation is organized and shall at all times be operated exclusively for religious and/or charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"). The purpose of the Corporation is to engage in the following activities: (a) operate for religious and/or charitable purposes and (b) to conduct such other activities and programs in connection with or in furtherance of the foregoing purposes as may be lawfully carried out by a nonprofit corporation under the TBOC and described in Section 501(c)(3) of the Code.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to its directors, officers, or individuals, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make payments and distributions in furtherance of the Corporation's purposes set forth in this Article Three.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of this Certificate, the Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code (or corresponding provision of any future federal tax code), or (2) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code (or corresponding provision of any future federal tax code).

The specific purpose for which the Corporation is organized is to promote educational activities through the establishment of a charter school which meets the requirements of section 501(c)(3) of the Internal Revenue Code.

#### ARTICLE VI

The initial Bylaws of the Corporation shall be adopted by the Board of Directors, and the Board of Directors is expressly authorized to adopt, amend or repeal the Bylaws of the Corporation, or adopt new bylaws.

## ARTICLE VII

In the event of the dissolution of this Corporation, or in the event it shall cease to carry out the objects and purposes herein set forth, all the business, property and assets of the Corporation shall go and be distributed to a nonprofit fund, foundation, or corporation which is organized or operated exclusively for charitable, religious, scientific, and/or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Code as the directors of this Corporation may select and designate; and in no event shall any of the said assets or property, in the event of dissolution, go or be distributed to any persons, either for the reimbursement of any sum subscribed, donated, or contributed by such persons, or for any other such purpose.


## ARTICLE VIII

It is hereby provided that, in accordance with Section 22.220 of the TBOC, any action required to be taken at any meeting of the directors or, or any action which may be taken at any meeting of the directors, may be taken without a meeting, without prior notice, and without a vote, if a consent or consents in writing, setting forth the action so taken, shall be signed and dated by a sufficient number of directors as would be necessary to take such action at a meeting at which all directors were present and voted.

**[The remainder of this page is intentionally left blank.]**



The undersigned, being the duly elected President of the Corporation, for the purpose of amending and restating the Certificate of Formation of the Corporation, does execute this Amended and Restated Certificate of Formation, hereby declaring and certifying that this is the act and deed of the Corporation and the facts stated in this Amended and Restated Certificate of Formation are true, and accordingly has hereunto executed this Amended and Restated Certificate of Formation as a duly authorized officer of the Corporation effective as of the date first written above.

A handwritten signature in cursive script that reads "Jennifer Hoag".

---

Jennifer Hoag, President

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



John Steen  
Secretary of State

Office of the Secretary of State  
Packing Slip

May 23, 2013  
Page 1 of 1

Attn: Jennifer L. Carroll  
DLA PIPER  
401 Congress Avenue,  
Suite 2500  
Austin, TX 78701-3799

Batch Number: 48183581  
Client ID: 265465583

Batch Date: 05-20-2013  
Return Method: Mail

Document Number	Document Detail	Number / Name	Page Count	Fee
481835810002	Restated Certificate of Formation	Sustainable Education Solutions	0	\$50.00
			<b>Total Fees:</b>	<b>\$50.00</b>

Payment Type	Payment Status	Payment Reference	Amount	
Check	Received	9230	\$50.00	
			<b>Total:</b>	<b>\$50.00</b>

**Total Amount Charged to Client Account: \$0.00**

(Applies to documents or orders where Client Account is the payment method)

*Note to Customers Paying by Client Account:* This is not a bill. Payments to your client account should be based on the monthly statement and not this packing slip. Amounts credited to your client account may be refunded upon request. Refunds (if applicable) will be processed within 10 business days.

User ID: RARRELLANO

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



Hope Andrade  
Secretary of State

## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Sustainable Education Solutions  
File Number: 801614738

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: 06/18/2012

Effective: 06/18/2012



A handwritten signature in cursive script, appearing to read "Hope Andrade".

Hope Andrade  
Secretary of State

Phone: (512) 463-5555  
Prepared by: Mary Ann Conkel

*Come visit us on the internet at <http://www.sos.state.tx.us/>*  
Fax: (512) 463-5709  
TID: 10306

Dial: 7-1-1 for Relay Services  
Document: 426565390002

**Form 202  
(Revised 05/11)**

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



This space reserved for office use.

**Certificate of Formation  
Nonprofit Corporation**

**FILED**  
In the Office of the  
Secretary of State of Texas  
JUN 18 2012  
**Corporations Section**

**Article 1 – Entity Name and Type**

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

Sustainable Education Solutions

**Article 2 – Registered Agent and Registered Office**

(See instructions. Select and complete either A or B and complete C.)

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

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

Jennifer	A	Hoag	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

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

11223 Sinclair Avenue	- Dallas	TX	75218
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

**Article 3 – Management**

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

*A minimum of three directors is required.*

Director 1				
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
Dhriti		Pandya		
2752 Gaston Avenue #837	Dallas	TX	75226	US
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 2				
Megan		Woolard		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
163 Bentwood Drive	Boerne	TX	78006	US
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
Lisa		Tatum		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
7150 E. Grand Avenue #1813	Dallas	TX	75223	US
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

The management of the affairs of the corporation is to be vested in the nonprofit corporation's members.

**Article 4 – Membership**

(See instructions. Do not select statement B if the corporation is to be managed by its members.)

- A. The nonprofit corporation shall have members.
- B. The nonprofit corporation will have no members.

**Article 5 – Purpose**

(See instructions. This form does not contain language needed to obtain a tax-exempt status on the state or federal level.)

The nonprofit corporation is organized for the following purpose or purposes:

The specific purpose for which Sustainable Education Solutions is organized is to promote education activities through the establishment of a charter school which meets the requirements of section 501 (c)(3) of the Internal Revenue Code.

*The following text area may be used to include any additional language or provisions that may be needed to obtain tax-exempt status.*

**Supplemental Provisions/Information**  
(See instructions.)

Text Area: [The attached addendum, if any, is incorporated herein by reference.]

**Organizer**

The name and address of the organizer:

Jennifer Hoag

*Name*

11223 Sinclair Avenue

Dallas

TX

75218

*Street or Mailing Address*

*City*

*State*

*Zip Code*

**Effectiveness of Filing** (Select either A, B, or C.)

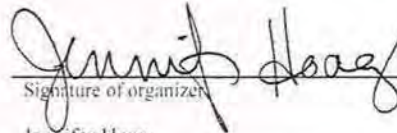
- A.  This document becomes effective when the document is filed by the secretary of state.
- B.  This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: \_\_\_\_\_
- C.  This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90<sup>th</sup> day after the date of signing is: \_\_\_\_\_

The following event or fact will cause the document to take effect in the manner described below:

**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 to execute the filing instrument.

Date: 6/15/2012



*Signature of organizer*

Jennifer Hoag

*Printed or typed name of organizer*

**AMENDED AND RESTATED BYLAWS**  
**OF**  
**SUSTAINABLE EDUCATION SOLUTIONS**  
**a Texas Non-Profit Corporation**

**ARTICLE I**  
**OFFICE AND REGISTERED AGENT**

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Dallas, County of Dallas, State of Texas.

Section 2. Registered Office and Agent. The Corporation shall have and continuously maintain a registered office and a registered agent in the State of Texas. The registered agent shall be either an individual resident of the State or a corporation authorized to transact business in the State.

Section 3. Other Offices. The Corporation may also have offices at such other places both within and outside of the State of Texas as the Board of Directors may from time to time determine or the business of the Corporation may require or as may be desirable.

**ARTICLE II**  
**PURPOSES**

The purposes for which the Corporation is formed are as set forth in the Certificate of Formation. The specific purpose for which Sustainable Education Solutions is organized is to promote education activities through the establishment of a charter school which meets the requirements of section 501(c)(3) of the Internal Revenue Code.

**ARTICLE III**  
**MEMBERSHIP**

The Corporation shall have no members.

**ARTICLE IV**  
**BOARD OF DIRECTORS**

Section 1. Powers. There shall be a Board of Directors (the "Board") of the Corporation, which shall supervise and control the business, property, and affairs of the Corporation, and which may exercise all such powers of the Corporation and do all such lawful acts and things, except as otherwise expressly provided by law, the Certificate of Formation of the Corporation, or these Bylaws.

Section 2. Number and Qualifications. The three members of the initial Board of Directors of the Corporation shall be those individuals named in the Certificate of Formation and such Directors shall hold office for a term of one year until their successors are elected and qualified as provided herein. Thereafter, the Board of Directors of the Corporation shall be composed of no less than three and no more than ten individuals. The number of Directors may

be decreased or increased by a majority of the directors then in office, provided that no decrease shall have the effect of shortening the term of any incumbent Director.

Section 3. Election and Term of Office. The members of the Board of Directors shall be elected by the Directors at the annual meeting of the Board of Directors. Members of the Board of Directors shall hold office for a term of one year.

Section 4. Resignation. Any Director may resign at any time by giving written notice to the President of the Corporation. Such resignation shall take effect at the time specified therein, or, if no time is specified, at the date of receipt of such notice.

Section 5. Removal. Any Director may be removed from office, with or without cause, by the affirmative vote of a majority of the Board at any regular or special meeting of the Board, if notice of intention to act upon the question of removing such Director shall have been given to each Director.

Section 6. Vacancies. Vacancies in the Board, whether by death, resignation, retirement, disqualification or removal from office or otherwise, shall be filled by a majority vote of the Directors then in office, though less than a quorum, for the unexpired term.

Section 7. Texas Open Meetings Act. Any and all meetings of the Board pertaining to any business and/or affairs of the charter school are to be held in accordance with the Texas Open Meetings Act (“TOMA”). In the event of a conflict between these Bylaws and the TOMA, it is understood that the TOMA shall control. All meetings are to be held in open session and in accordance with the TOMA, except that the Board may meet in Executive or closed session, limiting attendance to Board members and those invited to participate, on any matter permitted by the TOMA.

Section 8. Regular Meetings; Annual Meeting. An annual meeting of the Board shall be held each year, at such time, day and place as shall be designated by the Board. Regular meetings of the Board may be held with seventy-two hours’ notice, on the date determined by resolution of the Board.

Section 9. Special Meetings. Special meetings of the Board of Directors may be called at the direction of the President or by a majority of the Directors then in office, to be held at such time, day, and place as shall be designated in the notice of the meeting.

Section 10. Notice. Notice of the time, day, and place of any meeting of the Board of Directors shall be given in accordance with the TOMA and at least two days prior to the meeting and in the manner set forth in Section 2 of Article V of these Bylaws. The purpose for which a special meeting is called shall be stated in the notice.

Section 11. Quorum and Voting. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Except as otherwise expressly required by law or



these Bylaws, the affirmative vote of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors. If a quorum shall not be present at any meeting of the Board of Directors, the Directors present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present. Each Director shall have one vote. Voting by proxy shall not be permitted.

Section 12. Unanimous Written Consent In Lieu of a Meeting. Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting, without prior notice and without a vote, if an unanimous written consent in writing, setting forth the action so taken, shall be signed and dated by all of the Directors. The consent may be in more than one counterpart and shall be filed with the minutes of proceedings of the Board.

Section 13. Telephone Meeting. Subject to the provisions required or permitted by statute or these Bylaws, any one or more Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment, which allows all persons participating in the meeting to hear each other. Participation by such means shall be equivalent to presence in person at the meeting for purposes of determining if a quorum is present.

#### **ARTICLE V NOTICES**

Section 1. Notice Requirements. Whenever, under the provision of any law or of the Certificate of Formation or these Bylaws, notice is required to be given to any person, it shall not be construed to require personal notice, but such notice may be given in writing, by mail, electronic mail (e-mail) or telegram, addressed to such person at such address as appears on the books of the Corporation, and such notice shall be deemed to be given at the time when the same shall be deposited in the United States mail, properly addressed, with postage thereon paid.

Section 2. Waiver of Notice. Whenever any notice is required to be given under the provisions of any law or of the Certificate of Formation or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed equivalent thereto. Attendance and participation at a meeting without objection shall also constitute a waiver of notice.

#### **ARTICLE VI OFFICERS**

Section 1. Officers. The officers of the Corporation shall minimally consist of a President, a Vice President, a Secretary and a Treasurer. The Corporation shall have such other officers as the Board of Directors may deem necessary, and such officers shall have the authority prescribed by the Board. Two or more offices may be held by the same person, except that the President and Secretary shall not be held by the same person.

Section 2. Election of Officers. The officers of the Corporation shall be elected by the Directors at the annual meeting of the Board of Directors or at any time when vacancies occur or when the number of officers is increased.

Section 3. Term of Office. The officers of the Corporation shall hold office for a term designated by the Board, if any, until their respective successors shall have been duly elected or until their earlier death, resignation, retirement, disqualification or removal.

Section 4. Resignation. Any officer may resign at any time by giving written notice to the President of the Corporation. Such resignation shall take effect at the time specified in the notice, or if no time is specified, at the date of receipt of such notice.

Section 5. Removal. Any officer may be removed from office at any time, with or without cause, by the affirmative vote of a majority of the Board.

Section 6. Vacancies. A vacancy in any office shall be filled by the Board of Directors for the unexpired term, if any.

Section 7. President. The President shall preside at all meetings of the Board of Directors. The President shall give active direction and exercise oversight pertaining to all affairs of the Corporation. He or she may make and sign contracts, mortgages, or other instruments in the name of and on behalf of the Corporation, which the Board of Directors has authorized, and shall perform all duties incident to the office of President as may be prescribed by the Board of Directors.

Section 8. Vice President. The Vice Presidents shall, in order of seniority, in the absence or disability of the President, perform the duties and exercise the powers of the President. A Vice President shall also generally assist the President and exercise such other powers and perform such other duties as are delegated to him or her by the President and as the Board of Directors shall prescribe.

Section 9. Secretary. The Secretary shall attend all meetings of the Board and keep the minutes of the meetings of the Board of Directors; see that all notices are duly given in accordance with the provisions of these Bylaws; ensure staff members keep corporate records; and in general perform all duties incident to the office of Secretary and such other duties as may be assigned by the Board of Directors or by the President.

Section 10. Treasurer. The Treasurer shall be the financial officer of the Corporation. The Treasurer shall perform such duties and have such powers as are incident to the office of Treasurer, including without limitation, the duty and power to keep and be responsible for all funds and securities of the Corporation, to maintain the financial records of the Corporation, to deposit funds of the Corporation in depositories as authorized, to disburse such funds as authorized, to make proper accounts of such funds, and to render as required by the Board accounts of all such transactions and of the financial condition of the Corporation. He or she shall also have such other authority and perform such other duties as may be prescribed from time to time by the Board or these Bylaws.

## **ARTICLE VII COMMITTEES**

Section 1. Designation. The Board of Directors of the Corporation may designate one or more committees of the Board, each to have the name, membership, duties and responsibilities designated by the Board. Such committees shall consist of a chairman and other Board members. The Board shall approve any procedural rules of such committees. Each such committee shall keep regular minutes of its proceedings and all committees shall report to the Board of Directors when required.

Section 2. Executive Committee. The Board of Directors may, by resolution passed by the majority of the Board, designate an Executive Committee, to consist of two or more of the Directors. The Executive Committee, to the extent provided in such resolution, shall have and may exercise all of the authority of the Board of Directors in the management of the business and affairs of the Corporation, but the designation of such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him or her by law. The Executive Committee shall keep regular minutes of its proceedings and report on its proceedings to the Board of Directors when required. The minutes of the proceedings of the Executive Committee shall be placed in the minute book of the Corporation.

Section 3. Quorum and Voting. A majority of the members of any such committee shall constitute a quorum and questions shall be decided by a majority vote.

#### **ARTICLE VIII** **INDEMNIFICATION; INSURANCE**

Section 1. Indemnification. Unless otherwise prohibited by law, the Corporation may indemnify any present or former Director, officer or agent of the Corporation, and may by resolution of the Board of Directors indemnify any employee, against judgments, penalties, fines, settlements and reasonable expenses incurred by him or her in connection with any claim, action, suit, or proceeding to which he or she is made a party because of actions taken by him or her in the capacity of, and as, a Director, officer, agent or employee of the Corporation unless the person shall have been adjudged guilty of willful misconduct in the performance of his or her duties by a court of law.

Notwithstanding the foregoing, the Corporation will indemnify a person only if he or she acted in good faith and reasonably believed that his or her conduct was in the Corporation's best interests, and in all other cases, that his or her conduct was at least not opposed to the Corporation's best interests. In case of a criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted. Termination of a proceeding by judgment, order, settlement, conviction, or on a plea of nolo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

Amounts paid in indemnification may include, but shall not be limited to, counsel fees and other fees, costs and disbursements, and judgments, fines, and penalties against, and amounts paid in settlement by, such Director, officer, agent or employee. The Corporation may advance reasonable expenses or, where appropriate, may itself

undertake the defense of any Director, officer, agent or employee. However, such Director, officer, agent or employee shall repay such expenses if it should be ultimately determined that he or she is not entitled to indemnification under this Article.

Section 2. Insurance. The Board of Directors may also authorize the purchase of insurance on behalf of any Director, officer, agent or employee against any liability incurred by him or her which arises out of such person's status as a Director, officer, agent or employee, whether or not the Corporation would have the power to indemnify the person against that liability under law.

#### **ARTICLE IX DISSOLUTION**

Upon the vote of two-thirds of the Directors then in office, the Board may dissolve the Corporation. In the event of the dissolution of the Corporation, or in the event it shall cease to carry out the objects and purposes herein set forth, all the business, property and assets of the Corporation shall go and be distributed to a non-profit fund, foundation, or corporation which is organized or operated exclusively for charitable, scientific, and/or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code as the Directors of the Corporation may select and designate; and in no event shall any of the said assets or property, in the event of dissolution, go or be distributed to any persons, either for the reimbursement of any sum subscribed, donated, or contributed by such persons, or for any other such purpose.

#### **ARTICLE X GENERAL PROVISIONS**

Section 1. Signatures. All checks or demand for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

Section 2. Fiscal Year. The fiscal year of the Corporation shall be determined by the Board of Directors.

Section 3. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board and each committee of its Board having any authority of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 4. Inspection Rights. Any Director of the Corporation may inspect and receive copies of all the corporate books and records required to be kept under the Bylaws. Such a person may, by written request, inspect or receive copies if he or she has a proper purpose related to his or her interest in the Corporation.

#### **ARTICLE XI CONFLICT OF INTEREST POLICY**

The Corporation and its Directors will comply with the Corporation's Conflict of Interest Policy, attached as Annex A.

**ARTICLE XII**  
**AMENDMENTS TO BYLAWS**

These Bylaws may be altered, amended or repealed or new Bylaws adopted upon the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board; provided that any such alteration, amendment or substitute Bylaws shall be consistent in all respects with the Certificate of Formation of the Corporation.

## Annex A

### **Sustainable Education Solutions Conflict of Interest Policy**

#### **Article I**

##### **Purpose**

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### **Article II**

##### **Definitions**

###### **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. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

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

#### **Article III**

##### **Procedures**

###### **1. 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.

###### **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. 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 Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

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

or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### **4. Violations of the Conflicts of Interest Policy**

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with 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**

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI 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
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **Article VII Periodic Reviews**

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

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### **Article VIII Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use

outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



**BYLAWS**  
**OF**  
**SUSTAINABLE EDUCATION SOLUTIONS**  
**a Texas Non-Profit Corporation**

**ARTICLE I**  
**OFFICE AND REGISTERED AGENT**

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Dallas, County of Dallas, State of Texas.

Section 2. Registered Office and Agent. The Corporation shall have and continuously maintain a registered office and a registered agent in the State of Texas. The registered agent shall be either an individual resident of the State or a corporation authorized to transact business in the State.

Section 3. Other Offices. The Corporation may also have offices at such other places both within and outside of the State of Texas as the Board of Directors may from time to time determine or the business of the Corporation may require or as may be desirable.

**ARTICLE II**  
**PURPOSES**

The purposes for which the Corporation is formed are as set forth in the Certificate of Formation. The specific purpose for which Sustainable Education Solutions is organized is to promote education activities through the establishment of a charter school which meets the requirements of section 501(c)(3) of the Internal Revenue Code.

**ARTICLE III**  
**MEMBERSHIP**

The Corporation shall have no members.

**ARTICLE IV**  
**BOARD OF DIRECTORS**

Section 1. Powers. There shall be a Board of Directors (the "Board") of the Corporation, which shall supervise and control the business, property, and affairs of the Corporation, and which may exercise all such powers of the Corporation and do all such lawful acts and things, except as otherwise expressly provided by law, the Certificate of Formation of the Corporation, or these Bylaws.

Section 2. Number and Qualifications. The number of Directors which shall constitute the whole Board shall be three. The members of the initial Board of Directors of the Corporation shall be those individuals named in the Certificate of Formation and such Directors shall hold office for a term of one year until their successors are elected and qualified as provided herein. Thereafter, the Board of Directors of the Corporation shall be composed of no less

than three and no more than ten individuals. The number of Directors may be decreased or increased by amendment to these Bylaws, provided that no decrease shall have the effect of shortening the term of any incumbent Director.

Section 3. Election and Term of Office. The members of the Board of Directors shall be elected by the Directors at the annual meeting of the Board of Directors. Members of the Board of Directors shall hold office for a term of one year.

Section 4. Resignation. Any Director may resign at any time by giving written notice to the President of the Corporation. Such resignation shall take effect at the time specified therein, or, if no time is specified, at the date of receipt of such notice.

Section 5. Removal. Any Director may be removed from office, with or without cause, by the affirmative vote of a majority of the Board at any regular or special meeting of the Board, if notice of intention to act upon the question of removing such Director shall have been given to each Director.

Section 6. Vacancies. Vacancies in the Board, whether by death, resignation, retirement, disqualification or removal from office or otherwise, shall be filled by a majority vote of the Directors then in office, though less than a quorum, for the unexpired term.

Section 7. Regular Meetings; Annual Meeting. An annual meeting of the Board shall be held each year, at such time, day and place as shall be designated by the Board. Regular meetings of the Board may be held with seventy-two hours' notice, on the date determined by resolution of the Board.

Section 8. Special Meetings. Special meetings of the Board of Directors may be called at the direction of the President or by a majority of the Directors then in office, to be held at such time, day, and place as shall be designated in the notice of the meeting.

Section 9. Notice. Notice of the time, day, and place of any meeting of the Board of Directors shall be given at least two days prior to the meeting and in the manner set forth in Section 2 of Article V of these Bylaws. The purpose for which a special meeting is called shall be stated in the notice.

Section 10. Quorum and Voting. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Except as otherwise expressly required by law or these Bylaws, the affirmative vote of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors. If a quorum shall not be present at any meeting of the Board of Directors, the Directors present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present. Each Director shall have one vote. Voting by proxy shall not be permitted.

Section 11. Unanimous Written Consent In Lieu of a Meeting. Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting, without prior notice and without a vote, if an unanimous written consent in writing, setting forth the action so taken, shall be signed and dated by all of the Directors. The consent may be in more than one counterpart and shall be filed with the minutes of proceedings of the Board.

Section 12. Telephone Meeting. Subject to the provisions required or permitted by statute or these Bylaws, any one or more Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment, which allows all persons participating in the meeting to hear each other. Participation by such means shall be equivalent to presence in person at the meeting for purposes of determining if a quorum is present.

#### **ARTICLE V NOTICES**

Section 1. Notice Requirements. Whenever, under the provision of any law or of the Certificate of Formation or these Bylaws, notice is required to be given to any person, it shall not be construed to require personal notice, but such notice may be given in writing, by mail, electronic mail (e-mail) or telegram, addressed to such person at such address as appears on the books of the Corporation, and such notice shall be deemed to be given at the time when the same shall be deposited in the United States mail, properly addressed, with postage thereon paid.

Section 2. Waiver of Notice. Whenever any notice is required to be given under the provisions of any law or of the Certificate of Formation or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed equivalent thereto. Attendance and participation at a meeting without objection shall also constitute a waiver of notice.

#### **ARTICLE VI OFFICERS**

Section 1. Officers. The officers of the Corporation shall minimally consist of a President, a Vice President, a Secretary and a Treasurer. The Corporation shall have such other officers as the Board of Directors may deem necessary, and such officers shall have the authority prescribed by the Board. Two or more offices may be held by the same person, except that the President and Secretary shall not be held by the same person.

Section 2. Election of Officers. The officers of the Corporation shall be elected by the Directors at the annual meeting of the Board of Directors or at any time when vacancies occur or when the number of officers is increased.

Section 3. Term of Office. The officers of the Corporation shall hold office for a term designated by the Board, if any, until their respective successors shall have been duly elected or until their earlier death, resignation, retirement, disqualification or removal.

Section 4. Resignation. Any officer may resign at any time by giving written notice to the President of the Corporation. Such resignation shall take effect at the time specified in the notice, or if no time is specified, at the date of receipt of such notice.

Section 5. Removal. Any officer may be removed from office at any time, with or without cause, by the affirmative vote of a majority of the Board.

Section 6. Vacancies. A vacancy in any office shall be filled by the Board of Directors for the unexpired term, if any.

Section 7. President. The President shall preside at all meetings of the Board of Directors. The President shall give active direction and exercise oversight pertaining to all affairs of the Corporation. He or she may make and sign contracts, mortgages, or other instruments in the name of and on behalf of the Corporation, which the Board of Directors has authorized, and shall perform all duties incident to the office of President as may be prescribed by the Board of Directors.

Section 8. Vice President. The Vice Presidents shall, in order of seniority, in the absence or disability of the President, perform the duties and exercise the powers of the President. A Vice President shall also generally assist the President and exercise such other powers and perform such other duties as are delegated to him or her by the President and as the Board of Directors shall prescribe.

Section 9. Secretary. The Secretary shall attend all meetings of the Board and keep the minutes of the meetings of the Board of Directors; see that all notices are duly given in accordance with the provisions of these Bylaws; ensure staff members keep corporate records; and in general perform all duties incident to the office of Secretary and such other duties as may be assigned by the Board of Directors or by the President.

Section 10. Treasurer. The Treasurer shall be the financial officer of the Corporation. The Treasurer shall perform such duties and have such powers as are incident to the office of Treasurer, including without limitation, the duty and power to keep and be responsible for all funds and securities of the Corporation, to maintain the financial records of the Corporation, to deposit funds of the Corporation in depositories as authorized, to disburse such funds as authorized, to make proper accounts of such funds, and to render as required by the Board accounts of all such transactions and of the financial condition of the Corporation. He or she shall also have such other authority and perform such other duties as may be prescribed from time to time by the Board or these Bylaws.

## **ARTICLE VII COMMITTEES**

Section 1. Designation. The Board of Directors of the Corporation may designate one or more committees of the Board, each to have the name, membership, duties and responsibilities designated by the Board. Such committees shall consist of a chairman and other Board members. The Board shall approve any procedural rules of such

committees. Each such committee shall keep regular minutes of its proceedings and all committees shall report to the Board of Directors when required.

Section 2. Executive Committee. The Board of Directors may, by resolution passed by the majority of the Board, designate an Executive Committee, to consist of two or more of the Directors. The Executive Committee, to the extent provided in such resolution, shall have and may exercise all of the authority of the Board of Directors in the management of the business and affairs of the Corporation, but the designation of such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him or her by law. The Executive Committee shall keep regular minutes of its proceedings and report on its proceedings to the Board of Directors when required. The minutes of the proceedings of the Executive Committee shall be placed in the minute book of the Corporation.

Section 3. Quorum and Voting. A majority of the members of any such committee shall constitute a quorum and questions shall be decided by a majority vote.

#### **ARTICLE VIII INDEMNIFICATION; INSURANCE**

Section 1. Indemnification. Unless otherwise prohibited by law, the Corporation may indemnify any present or former Director, officer or agent of the Corporation, and may by resolution of the Board of Directors indemnify any employee, against judgments, penalties, fines, settlements and reasonable expenses incurred by him or her in connection with any claim, action, suit, or proceeding to which he or she is made a party because of actions taken by him or her in the capacity of, and as, a Director, officer, agent or employee of the Corporation unless the person shall have been adjudged guilty of willful misconduct in the performance of his or her duties by a court of law.

Notwithstanding the foregoing, the Corporation will indemnify a person only if he or she acted in good faith and reasonably believed that his or her conduct was in the Corporation's best interests, and in all other cases, that his or her conduct was at least not opposed to the Corporation's best interests. In case of a criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted. Termination of a proceeding by judgment, order, settlement, conviction, or on a plea of nolo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

Amounts paid in indemnification may include, but shall not be limited to, counsel fees and other fees, costs and disbursements, and judgments, fines, and penalties against, and amounts paid in settlement by, such Director, officer, agent or employee. The Corporation may advance reasonable expenses or, where appropriate, may itself undertake the defense of any Director, officer, agent or employee. However, such Director, officer, agent or employee shall repay such expenses if it should be ultimately determined that he or she is not entitled to indemnification under this Article.

Section 2. Insurance. The Board of Directors may also authorize the purchase of insurance on behalf of any Director, officer, agent or employee against any liability incurred by him or her which arises out of such person's status as a Director, officer, agent or employee, whether or not the Corporation would have the power to indemnify the person against that liability under law.

#### **ARTICLE IX DISSOLUTION**

Upon the vote of two-thirds of the Directors then in office, the Board may dissolve the Corporation. In the event of the dissolution of the Corporation, or in the event it shall cease to carry out the objects and purposes herein set forth, all the business, property and assets of the Corporation shall go and be distributed to a non-profit fund, foundation, or corporation which is organized or operated exclusively for charitable, scientific, and/or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code as the Directors of the Corporation may select and designate; and in no event shall any of the said assets or property, in the event of dissolution, go or be distributed to any persons, either for the reimbursement of any sum subscribed, donated, or contributed by such persons, or for any other such purpose.

#### **ARTICLE X GENERAL PROVISIONS**

Section 1. Signatures. All checks or demand for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

Section 2. Fiscal Year. The fiscal year of the Corporation shall be determined by the Board of Directors.

Section 3. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board and each committee of its Board having any authority of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 4. Inspection Rights. Any Director of the Corporation may inspect and receive copies of all the corporate books and records required to be kept under the Bylaws. Such a person may, by written request, inspect or receive copies if he or she has a proper purpose related to his or her interest in the Corporation.

#### **ARTICLE XI CONFLICT OF INTEREST POLICY**

The Corporation and its Directors will comply with the Corporation's Conflict of Interest Policy, attached as Annex A.

#### **ARTICLE XII AMENDMENTS TO BYLAWS**

These Bylaws may be altered, amended or repealed or new Bylaws adopted upon the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board; provided that any such alteration, amendment or substitute Bylaws shall be consistent in all respects with the Certificate of Formation of the Corporation.

## Annex A

### **Sustainable Education Solutions Conflict of Interest Policy**

#### **Article I**

##### **Purpose**

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### **Article II**

##### **Definitions**

##### **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. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

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

#### **Article III**

##### **Procedures**

##### **1. 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.

##### **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. 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 Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

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

or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.



#### **4. Violations of the Conflicts of Interest Policy**

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with 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**

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI 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
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **Article VII Periodic Reviews**

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

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### **Article VIII Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use

outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Texas Education Agency  
Division of Charter School Administration  
Generation 19 Applicant Information Session  
Registration Form

This form must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly.

Applicants must attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion in the submitted application in response to the Generation 19 Request for Application (RFA).

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Trinity Environmental Academy

Sponsoring Entity Name: Sustainable Education Solutions

Application Contact Name: Jennifer Hoag

Title/Role: President of sponsoring entity

Email: [REDACTED] Phone: 469-554-6320

Board Member Attending: Jennifer Hoag *JH*

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Date of Session:  Friday, February 7, 2014, 9:00 a.m. - 1:00 p.m.

Friday, March 7, 2014, 9:00 a.m. - 1:00 p.m.

Email the completed form by clicking on the "Submit by Email" at the bottom of the page,  
OR

fax it to the attention of Rick Salvo at 512-463-9732

If you have any questions about the sessions or registration, please contact Rick Salvo at 512-463-9789 or [rick.salvo@tea.state.tx.us](mailto:rick.salvo@tea.state.tx.us).

Submit by Email

2014 MAR -7 AM 9:37  
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TEXAS EDUCATION  
AGENCY

# The State of Texas

COUNTY OF DALLAS

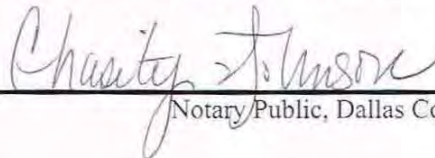
**BEFORE ME, THE UNDERSIGNED NOTARY PUBLIC** in and for said County, State of Texas, this day personally came and appeared **THE PUBLISHER**, to me well known, and who after being by me duly sworn, did depose and say:

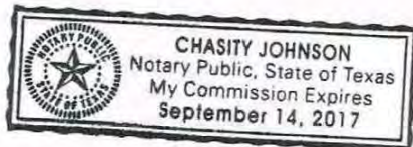
That he is the publisher of **THE DAILY COMMERCIAL RECORD**, a daily Newspaper published at Dallas, Dallas County, Texas, and that the notice hereto attached was published in said newspaper on the following dates, to wit:

February 24, 26, 2014

  
E. NUEL CATES, JR.  
Publisher

Sworn to and subscribed before me this 26 day of **February 2014**.

  
\_\_\_\_\_  
Notary Public, Dallas County, Texas



**NOTICE OF MEETING**

Sustainable Education Solutions 501(c)3 will hold a public hearing for Trinity Environmental Academy. The meeting will be held on March 1, 2014, 10:30am to 12pm at Paul Quinn College 3837 Simpson Stuart Rd. Dallas, TX 75241.  
Board Members: Jennifer Hoag, Lisa Tatum, Dhriti Pandya, Megan Arredondo

2/24.2/26



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Public Notice QUOTE	02/24/2014	02/25/14	#045772	\$45.00
SUSTAINABLE EDUCATION SOLUTIONS - MEETING FOR TRINITY ENVIRONMENTAL ACADEMY ON 03/01	02/26/2014			
Total Payments:				\$45.00
Charges				\$45.00
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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.1. Scope and Sequence

## Attachment E.1 – Curriculum Development Plan

### Overview

In any new school start-up where new ideas are all coming together, there tends to be an influx of new vocabulary, references, acronyms, methods, strategies, frameworks, and processes that are all eventually supposed to work fluidly and be transparent to the scholar and parent. Until that time arrives, teachers and leaders have to come together and speak a common language in order for ideas to become concrete and relatable.

In our attempts to bring this all together in one dynamic picture, the a graphic was created and is shown in three parts on the next page:

First, in the lower left, is to understand how learning and planning are inversely related through the nested process; how context (why), process (how), and content (what) are seen depending if you are planning or teaching a lesson. This is fundamental for teachers and essential in understanding how the systems of a school relate to this process as well. The colors in the graphic relate to each of these – context (blue), process (yellow), and content (grey).

Second, in the upper left, is building an understanding of what you value as an organization that pulls everyone around the same objectives. At TriEA, our instructional framework is built around the value of experiential learning, having impactful service learning opportunities, understanding your own community deeply before you can understand the world, being stewards of something precious and life sustaining, and practicing personal sustainable living through proper nutrition, purposeful physical activity, and maintaining healthy space environments.

And third, on the right, is drawing the image that we are all here for the same reason – to develop the ideal graduate. We exist to support the scholar who is trending successfully towards graduation. Knowing the characteristics of that graduate can help us plan backwards to get there. We have agreed that these 10 attributes (or characteristics) represent the graduate we want to send out into the world – who we want them to be. A graduate who is a critical thinker, outwardly focused, a committed citizen, knowledgeable, an inquirer, honorable, self-realized, open-minded, impact oriented, and balanced in their approach to school and life. As we drive towards that ideal graduate, we have to consider the framework in which we deliver our lessons. The three basic tenets that drive the *context* of TriEA’s mission and works to approach *why* learning is valued:

1. Environmental-based education as a context is already familiar to scholars and the environment offers incredible depth and breadth for teaching and learning;
2. Place or community-based education uses emergent curriculum directly outside your door, your learning laboratory, where your home and current experiences provide relevance; and
3. Holistic learning approach focusing on the whole child while teaching through interdisciplinary methods for deeper content connections over traditional boundaries.

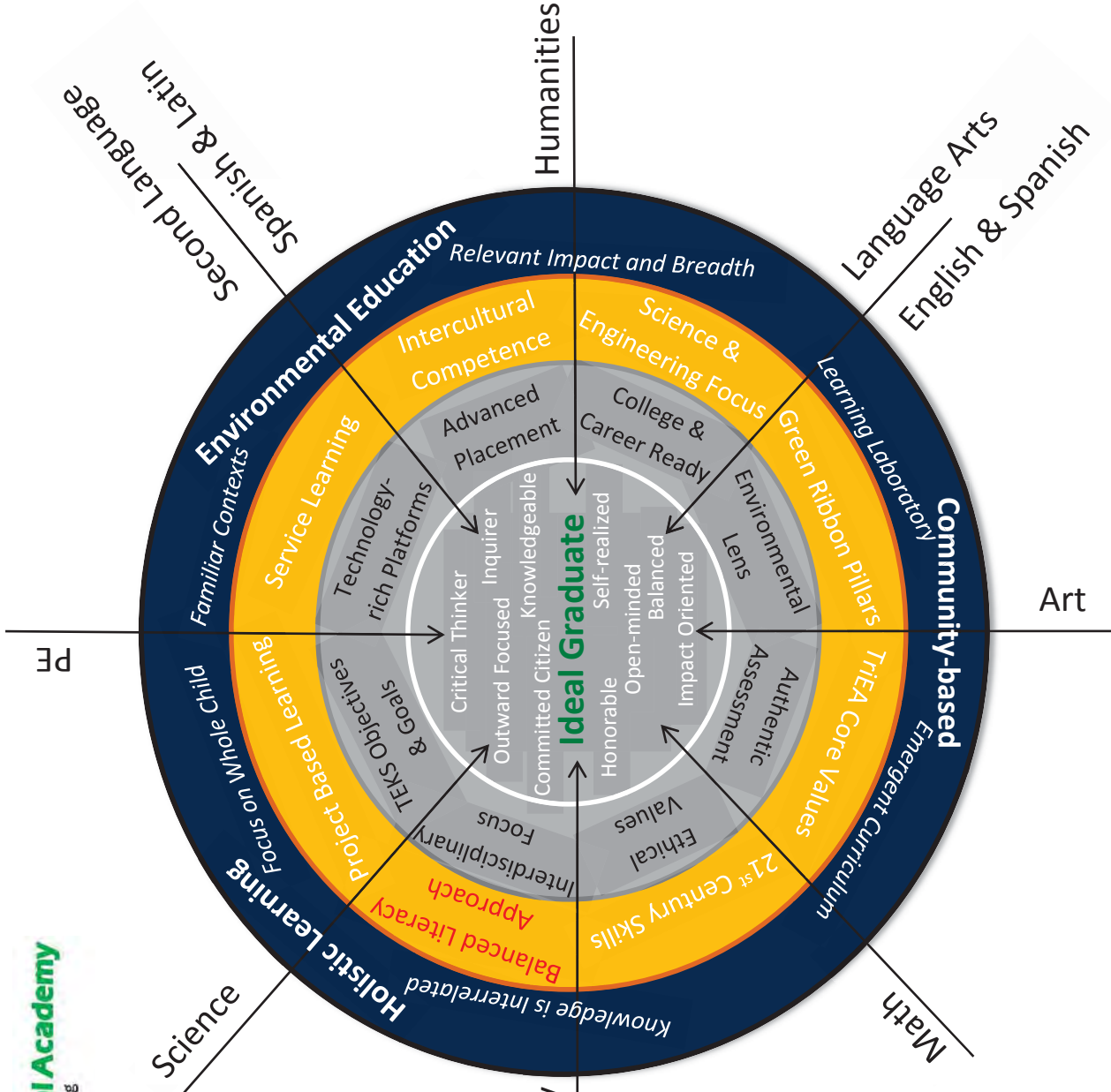
The next level towards the center, we address the *processes* of teaching the ideal graduate – those strategic components that are critical to *how* we live the TriEA mission. They include PBL experiences, service learning opportunities, building intercultural competence through curiosity and wanting to know your neighbors, providing science and engineering focused programming, living the pillars of a green school, adhering to established ethical values, employing 21<sup>st</sup> century skills, and most important having a well-balanced approach to building and living literacy in all aspects. All of this delivers the *content* of the character that we expect to walk across our graduation stage at the end – *what* our Ideal Graduate who embodies all of the listed characteristics.



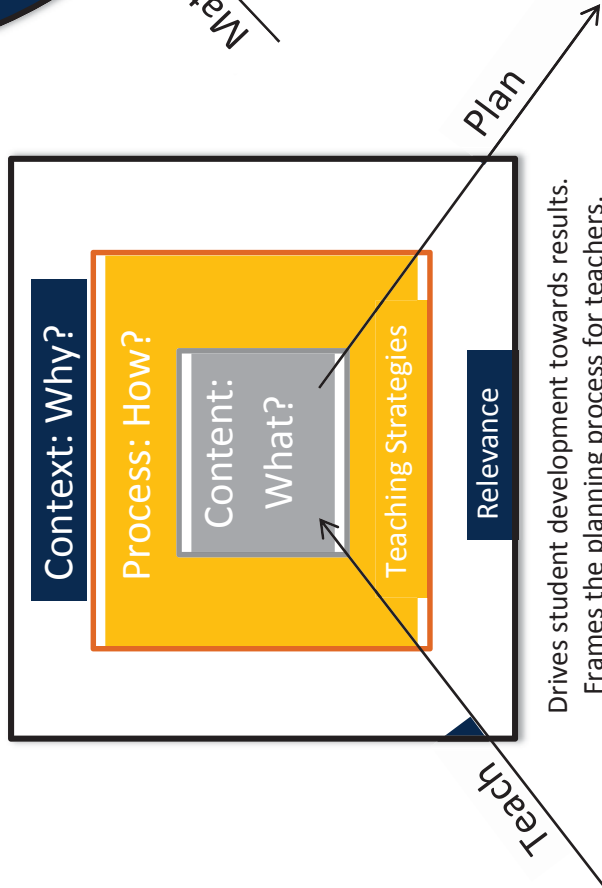
# TriEA EBE

## Instructional Framework

Taught through understanding the value of experiential and service learning, community-based education, environmental stewardship, and healthy space development.



## The Nested Process



Drives student development towards results.  
Frames the planning process for teachers.  
Addresses all necessary components of learning.

“When one tugs at a single thing in nature, he finds it attached to the rest of the world.” — John Muir



## Curriculum Implementation

The core of TriEA’s EBE program relies on how we develop curriculum that drives learning and scholar achievement. This chart depicts a timeframe in which we expect, by grade level, to have fully implemented our curricular program after the Evaluation phase and final board approval.

### Trinity Environmental Academy Curriculum Development and Revision Schedule Y1-Y5

Grade	Year 0 Spring/Summer 2015	Year 1 2015/16	Year 2 2016/17	Year 3 2017/18	Year 4 2018/19	Year 5 2019/2020
K	D	BI	IR	M	M	E
1	D	BI	IR	M	M	E
2	*	D	BI	IR	M	M
3	*	*	D	BI	IR	M
4	*	*	*	D	BI	IR
5	*	*	*	*	D	BI
6	D	BI	IR	M	M	E
7	*	D	BI	IR	M	M
8	*	*	D	BI	IR	M
9	*	*	*	D	BI	IR
10	*	*	*	*	D	BI
11	*	*	*	*	*	D
12	*	*	*	*	*	D

Key: D = Development, BI = Beginning Implementation, IR = Implementation w/Revisions, M = Monitor, E = Evaluation, \* = not serving grade level

### Individuals Responsible

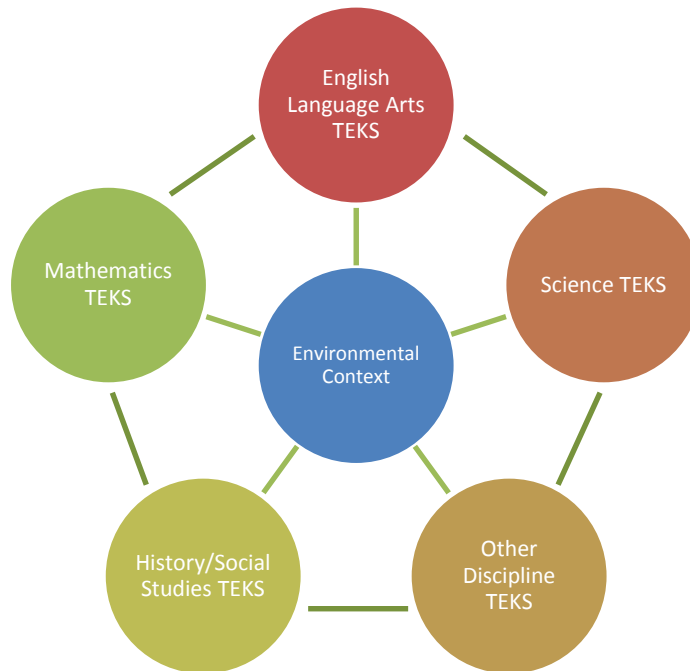
The Chief Academic Officer (CAO) is responsible for overseeing the work of curriculum development. The activities of curriculum development will be carried out by teachers with the assistance of the CAO and Dean of Scholars in Year 1 and in subsequent years by the Dean of Instruction, Literacy/ESL Coach, STEM Coach and IT Specialist.

### Development (D)

The development process means teachers work with school leaders and curriculum writing consultants (SEER as an example) to first establish the environmental context for Trinity Environmental Academy, either as local resources or big environmental ideas. Then discipline-specific standards will be grouped into one of three categories: 1) those that can be fully taught in an environmental context, 2) those standards where learning can be enhanced through context-based instruction, and 3) those that are difficult to teach through an environment-based approach. These standards will then be reviewed to look for connections to natural systems and human social systems, and then finally interdisciplinary connections among standards and the environmental context (Figure 1). Teachers will develop learning objectives that drive the development of instructional activities, materials, formative and summative assessments. From these learning objects, teachers write TEKS aligned lesson plans that include subject-specific

lessons, blended lessons and system-related lessons that result in proficiency with discipline-based content and understanding of the interactions between natural systems and human social systems as initially defined in the environmental context (local resources and/or big environmental ideas).

**Figure 1. Integrated Interdisciplinary Connections**



The products of this development process include: 1) teacher developed lesson plans with instructional resources identified, 2) materials/equipment identified and ordered, and 3) potential community partners identified, 4) writing a fully aligned grade level scope and sequence, including development of TEKS Vertical Alignment Documents (VAD) and TEKS Horizontal Alignment Documents (HAD) for each core subject, 5) review by CAO for completion and alignment to the TEKS, and 6) strategic blending of EBE with PBL.

### **Beginning Implementation (BI)**

Following the development process, teachers will implement the newly developed curriculum during the school year with necessary technical support provided by IT Technician and/or IT Specialist. As part of a reflective process, teachers will use time in grade level meetings to discuss implementation including positive experiences and those that need review and record suggested revisions necessary for future implementation.

### **Implementation with Revisions (IR)**

The second year that the grade level curriculum is implemented will include revisions made by teachers with the support the Literacy/ESL Coach and the Dean of Instruction. Technical support will continue to be provided.

## **Monitor (M)**

By this time, the curriculum including lesson plans, community partnerships, and materials and supplies should be producing expected scholar outcomes. There may still be need for minor adjustments if new teachers are hired or facilities change or additional technical support is needed.

## **Evaluation (E)**

The evaluation process is guided by a set of goals and objectives. Current research is reviewed and surveys may be administered to key stakeholders for feedback on the curriculum implementation to date. Findings will be reported to the governing board with suggested changes to be implemented the following school year.

## **EBE Program Development Implementation Plan – Y1 (DRAFT)**

*Curriculum, Assessment, and PBL – Developing Teachers, Scholars, Parents*

**Overview:** This plan is based on getting TriEA to a position where we are actively engaging all stakeholders in creating an authentic, well-developed EBE programming through curriculum development, alignment, and implementation. To measure and evaluate the success, the following details the areas we will focus on.

This plan is only for the deans and administrators. Once fully realized and finalized, teachers will receive a 2-page document with information relevant to them about how to view their role in EBE development and the start of school year. The agenda for the 4-day pre-service training:

- Day One: Addressing content standards and scholar achievement, standards-based instruction and adopted instructional materials, school site setting, systems-think approach about local community, program evaluation framework instrument.
- Day Two: Identify content standards to serve as basis of unit/lesson development, generate sets of units, review instructional materials, community-based investigations, role of learner-centered approach, components of cooperative and independent learning.
- Day Three: Organizing clustered standards and supporting questions, delineate learning objectives, identify connections, analyze role of collaborative instruction, identify service-learning activities, develop unit-planning matrix outlining the sequence of instruction.
- Day Four: Vision implementation statement and plan, roles, responsibilities, timetable, evaluation plans, team collaboration action plans, opportunities to celebrate success

## **Area I – Curriculum Development**

Objectives: Introduce teachers to the EBE standards-based framework, EBE program attributes, unit and lesson planning (UbD), scope and sequence, common/normed assessments,

incorporating interdisciplinary themes, project-based learning, task-specific rubrics, and assessment (authentic, common, formal/traditional)

Teachers will:

1. Identify the four big ideas of TriEA’s EBE Principles and Concepts through which teachers will plan and teach (the lens through which content is presented), as example:
  - a. Natural and Human Systems
  - b. Health and Social Understanding
  - c. Community and Service Learning
  - d. Conservation and Responsibility
2. Understand the differences in discipline/subject-specific and systems-specific standards
3. Work out the systems-think approach to our local community for opportunities
4. Align EBE objectives with state standards
5. Create a scope for their subject in secondary, grade level in primary
6. Sequence their objectives, standards, and scope for interdisciplinary connections
7. Enhance their understanding of the EBE fundamentals, curriculum framework, unit planning process, etc.
8. Incorporate the environmental lens aspect in meaningful ways

Deliverables are:

1. All units planned using TriEA unit plan template.
  - a. Interdisciplinary planning expectations
  - b. Project-based planning expectations
  - c. Community-based planning expectations
2. All lessons planned using the TriEA lesson plan template
3. Course descriptions completed
4. Scope and sequence documentation started
5. Begin to develop a common language around EBE

Implementation Plan:

Strategy	Timeline
1. Attend EBE training with consultant	4-days, July 28-31, 2015
2. Review course descriptions – with CAO (1:1)	Within two weeks of school starting
3. Align scope and sequence – with CAO (1:1)	Every 6-9 weeks
4. Reflect on old unit plans- in teams during common planning period	Once each unit is complete, teacher reflects
5. Write a new unit plan (with assessments) – during individual planning period with CAO support	One per nine weeks (Flexible)- Total 4 by the end of the year
6. Vertical alignment of EBE concepts	By team- First semester
7. Understand the EBE principles and integrate them meaningfully in the unit plans	Peer tutoring/modeling by EBE team- ongoing

8. Observe cooperative and independent learning, share exemplar experiences	CAO, Aug-Oct
9. Observe learner-centered approaches, share exemplar experiences	CAO, Oct-Dec
10. Common language development stepback	End of Semester 1
11. Observe community-based investigations implementation and feedback, share exemplar experiences	CAO, Jan-Mar
12. Peer-observation and feedback/model lesson	Ongoing/flexible (based on teacher readiness)
13. Review of Curriculum on the Wall (COW) for interdisciplinary connections	Wednesday PD – September
14. Interdisciplinary unit planning (at least one per semester per year - with appropriate assessments)	Flexible
15. Reflection (Teaching and Learning using the EBE framework)- in teams	April 2016 (End of the Year)
16. Self-assessment – EBE Implementation	Wednesday PD – April 2016
17. Classroom Observations/Walk thru(s) using/developing tools that measure the degree of program implementation	Ongoing (Review/revise the current tool)

Enrichment activities:

1. Teacher’s nominated TriEA character profile recognition – end of the year celebration
2. Model lesson incentives for inviting others to observe - ongoing (flexible)
3. Find suitable EBE schools to visit – Dallas in 2016

Administrative support needed:

1. Observation/walk thru/teacher performance evaluation and feedback should include EBE related performance expectations
2. Planning time – protect common planning time as well as Wednesday PDs
3. Bi-weekly meetings on curriculum development specifically
4. Funding of the curriculum development activities

## **Area II – Assessments**

Objectives: Ensure teachers understand planning with the end in mind, creating assessments first and building towards those ends. Developing task-specific rubrics.

Teachers will:

1. Enhance their understanding of the use of assessments in driving instructions
2. Deepen their understanding of the discipline/subject-specific objectives and related assessment criteria.

3. Understand the EBE authentic assessment, skill based, and standard grading system
4. Learn different ways to interpret formative/summative assessment data
5. Learn different ways to give meaningful feedback to scholars
6. Follow vertical articulation of EBE Principles and Concepts

Implementation Plan:

Strategies	Timeline
1. Become familiar with grade level objectives and assessment criteria and blend them with the scope and sequence	September 2015 (for EBE objectives) Ongoing - for curriculum alignment
2. Diagnostic, formative and summative assessments	Common planning time or 1:1 time with CAO - ongoing
3. Design rubrics (generic/task-specific)	As needed base, Sept-Dec
4. Skill assessed grade development, work to develop in Y1 – limited usage	Wednesday PD sessions - Oct
5. Develop common criterion-based grading system for skills	Based on teacher readiness, Mar-Apr
6. Peer-assessment, self- assessment/ feedback on assessment practices	In teams, during common planning period - ongoing
7. Use assessment data	1:1 with CAO – ongoing
8. How to give meaningful feedback to improve student performance	Team meetings or Wednesday PD
9. Interdisciplinary assessments	As needed - interdisciplinary units
10. Vertical alignment of assessments	Wednesday PD (CAO led) – Second semester
11. Standardization of assessments	Wednesday PD (CAO led) – Second semester
12. Review technology curriculum delivery by subject/grade – for concurrency of learning	CAO – as time allows

Administrative support needs:

1. Assessment training for all core teachers
2. Wednesday PD time for horizontal and vertical articulation and support
3. Funding of the authentic assessment related activities

**Area III – Project-based Learning (PBL) – Teachers and Scholars**

Objectives: Implement the core tenets of project-based learning as an opportunity to reach all scholars in ways they learn best. One solid PBL unit fully developed per year, interdisciplinary is optional for new teachers. Focus certain percentage as service learning.

Teachers will:

1. Learn the to develop PBLs focused on being realistic problem-solving challenges

2. Focus on significant concepts and include 21<sup>st</sup> century skills
3. Plan for in-depth inquiry and one driving question
4. Establish relevance and voice and choice
5. Incorporate revision and a public audience

Middle school scholars will:

1. Understand the requirements of the PBL
2. Complete and present PBL units with confidence and frequency
3. Reflect on their EBE and PBL learning experiences
4. Work independently and meet the requirements of a culminating EBE assessment

Implementation plan:

Strategy	Timeline
1. Advisory curriculum for success on PBLs – 1 or 2 days per week	Intro during August
2. Developing a solid project	September PD
3. Collaborative and independent work	September PD
4. Grading standardization	October PD
5. Project presentation techniques for success	November PD

Administrative support areas:

1. Funding for unique student/teacher driven initiatives
2. Align this PD with other EBE PD
3. Calendar specific PBL training in addition, after EBE

#### **Area IV – Scholar Awareness and Involvement**

Objectives: Students in secondary will:

- Deepen their understanding of EBE attributes, discipline-specific standards, systems-related standards, interdisciplinary connections, learning objectives
- Enhance their understanding of the TriEA mission and vision statements
- Familiarize themselves with EBE Curriculum framework - unit questions, environmental lens, PBL, EBE fundamentals and assessment practices
- Define assessment tasks, assessment criteria, rubric-specific tasks, and grade reporting that includes skill assessment
- Demonstrate environmental mindedness and community impact
- Define meaningful involvement in community service learning activities

Implementation Plan:

Strategies	Timeline
1. CAO in collaboration with the Dean of Scholars and grade level team leads will design age-appropriate 20 minutes activities to be conducted once or twice a month. Sample lessons- TriEA profile characteristics (ideal graduates), TriEA mission, EBE mission, pledge, importance of unit question, environmental lens, intercultural awareness, current issues (local to national to global), need based age-appropriate topics	Character Profile in Aug Pledge in advisory Unit Questions in advisory EBE indoctrination in advisory
2. CAO work on the community service policy	Community Service addressed each week
3. Scholar character awards	Nine weeks
4. Meaningful participation in community service activities	Ongoing- fulfill required number of service hours by the end of the year. 25 per year starting in 6 <sup>th</sup>
5. Plan festivals and community activities around EBE	October
6. Plan outdoor events, overnight camping at Audubon	Sept-Oct

Administrative support needed:

1. Community service policy approval
2. Funding of community service and enrichment activities

**Area V – Parental Involvement**

Objectives: Build a positive school connection with parents and families that overcome cultural, social, and language barriers. Involve parents in scholar learning and make it fun.

Parents will:

1. Know the EBE curriculum framework and TriEA program connections
2. Understand the unique features and culminating assessments
3. Be familiar with school wide assessment policy
4. Be familiar with the community service policy
5. Understand the process and requirements of project-based learning

Implementation Plan:

Strategy	Timeline
1. Parent orientation meeting for EBE and PBL	September 2015
2. Parent orientation meeting for the assessment policy- EBE authentic assessment policy and practices	Early November 2015
3. Community Service Learning Policy	Monthly PTA Meetings



Admin support needed:

1. Approval and/or coordination of the parent orientation meeting
2. Attendance and participation
3. Website and tech support for TriEA website
4. Communication media - newsletters, ads, community, etc.

**Other important areas of focus:**

1. Extended EBE/PBL Leadership training for administrators
  - a. CAO/CEO
  - b. Deans
  - c. Teacher Leads
2. Grade and skill assessment reporting
  - a. We need to evaluate grade-reporting tools and explore ways to report EBE skill grades as well. Need to have a fully functional system in place by 2016/2017
3. Branding TriEA as EBE, PBL, STEM
4. TriEA website development and teacher use as virtual classroom

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.2. Exit Requirements

## **Attachment E.2 – Promotion/Graduation Requirements**

In addition to meeting state graduation requirements and passing minimum standards on all grade level STAAR and STAAR EOC state exams, this document represents TriEA's approach to promotion and graduation.

### **Grade Placement Committees**

TriEA will have a grade placement committee (GPC) in place to make collaborative decisions regarding scholar placement should they fail or need advancement based on GT (gifted and talented) identification. The GPC will be made up of at least one administrator and two teachers. GPC decisions regarding scholars will be assessed using normed referenced tests (such as MAP), criterion referenced tests (such as STAAR), and/or performance-based assessments looking at skill mastery, aptitude, habits of mind, and peer collaboration. K-2 scholars grade reporting will be based on performance skills, authentic assessments, and standards mastery reporting. Grades 3-12 will be based on rubric-based skill mastery by grade level in citizenship, critical thinking, presentation, speaking, reading, creative/practical writing, scientific/research writing, and/or collaboration (as examples) and reported grades by course where 70 and above is passing. The skill mastery reporting is specifically geared towards parents in order to focus on these skills at home and will not be used to promote or retain a scholar.

### **Meeting Minimum Requirements**

A scholar is promoted automatically from grade to grade by passing their core coursework and state exams. Core coursework at TriEA is defined as English, math, science, social studies, foreign language, and STEM-related classes. In order to be retained in grades K-8, a scholar cannot fail more than one core course along with another elective and/or state exam. As an example, a scholar could fail music and math or fail English and PE and be promoted if they pass all of their state exams. As a combination of three, if they fail a state exam as well – they would be retained. If a scholar fails two core courses or fails one core course and one state exam, their case would be reviewed by the GPC and retention could be an option based on the decision of the committee. This ensures the scholar has a fair chance and is not being negatively impacted by one teacher's scoring/assessment of performance. The exception comes in grades 3, 5, and 8 when the state's Student Success Initiative (SSI) is compulsory. Here, scholars must pass the math and reading state exams in order to be promoted. The GPC committee will use its discretion in the best interest of the students in rare cases of social promotions.

### **Remediation and Credit Recovery**

In grades 6-8, for courses that are not for high school credit, a scholar may be required to take summer remediation sessions for any core class or state exam they do not pass. For grades 8-12 earning high school credit, credit recovery will be required in the summer following the failed class with the ability to take up to two half-credits in different

subjects. Remediation and credit recovery are the financial and logistical responsibility of the parent in order to continue in the next year with TriEA. If a scholar does not participate when required, the GPC will review the case prior to the start of the year and make a recommendation for retention, promotion, or expulsion.

### **Mid-Year Advancement**

Opportunity for mid-year advancement would be an option for K-6 GT or scholars who are in their year of retention. In either case, the GPC committee would meet prior before the end of the first semester to review coursework, conduct teacher, parent, and scholar interviews, and look at current normed reference testing results to determine if a mid-year promotion is appropriate. Once a scholar is in 7<sup>th</sup> grade, because high school credits are being earned in 8<sup>th</sup> grade, there is not an option for mid-year advancement.

### **Earning High School Credits and Diploma**

In high school, a TriEA scholar is required to earn the necessary credits to obtain a diploma. These credits are determined by the state graduation requirements set forth by TEA. The ultimate goal is for all scholars to be prepared for the rigors of college by earning a Distinguished Achievement diploma. Class placement in high school will be based on credits earned: Freshman 0-6.5, Sophomore 7.0-13.5, Junior 14.0-20.5, Senior 21.0+. Each scholar's journey is different, and as a minimum, scholars will graduate with one or more endorsements. Most will strive to obtain a Performance Acknowledgement diploma, while a smaller percentage will likely earn a Distinguished Achievement diploma. In 2009, the State of Texas awarded 12% of its graduates with a Distinguished diploma. The option for graduating with a foundational program diploma will be on a case-by-case basis determined by an Admission, Review and Dismissal (ARD) committee or a decision by the GPC if no ARD exists for a particular scholar.

Promotion and graduations requirements will be published in the scholar handbook at the beginning of each school year. This handbook will be made available via the web or in hardcopy as requested.

### **Meet State Requirements Plus Community Service**

The graduation requirements for TriEA are the same as for any other graduate in the State of Texas with one additional requirement of completing 100 community services hours by graduation accumulated during the high schools years, grades 9-12. This includes meeting the minimum passing requirements of any STAAR or STAAR EOC as required in each applicable grade leading up to high school graduation. The current state graduation requirements are included – graduation requirements and HB 5 requirements to be implemented 2014/2015. TriEA will comply with current standards set by the state under Chapter 74. Curriculum Requirements Subchapter G. Graduation Requirements.

Side-by-Side Comparison – Current Graduation Requirements and HB 5 Requirements to be Implemented Beginning in 2014-2015

Discipline	MHSP	RHSP	DAP	Foundation HSP
English Language Arts	<b>Four credits:</b> • English I • English II • English III • English IV or approved alternate course	<b>Four credits:</b> • English I • English II • English III • English IV	<b>Four credits:</b> • English I • English II • English III • English IV	<b>Four credits:</b> • English I • English II • English III • An advanced English course
Mathematics	<b>Three credits:</b> • Algebra I • Geometry • SBOE approved math course	<b>Four credits:</b> • Algebra I • Algebra II • Geometry • An additional math credit	<b>Four credits:</b> • Algebra I • Algebra II • Geometry • An additional math credit	<b>Three credits:</b> • Algebra I • Geometry • An advanced math course
Science	<b>Two credits:</b> • Biology • IPC or Chemistry and Physics (one of the two serves as an academic elective)	<b>Four credits:</b> • Biology • Chemistry • Physics • An additional science credit	<b>Four credits:</b> • Biology • Chemistry • Physics • An additional science credit	<b>Three credits:</b> • Biology • IPC or an advanced science course • Any advanced science course
Social Studies	<b>Three credits:</b> • World History Studies (one credit) or World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics (one-half credit)	<b>Four credits:</b> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics (one-half credit)	<b>Four credits:</b> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics (one-half credit)	<b>Three credits:</b> • World History or World Geography or combined W. History/W. Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)
Physical Education	<b>One credit:</b>	<b>One credit:</b>	<b>One credit:</b>	<b>One credit:</b>
Languages Other Than English	<b>None</b>	<b>Two credits in the same language</b>	<b>Three credits in the same language</b>	<b>Two credits in the same language</b> Computer programming languages (other exceptions)
Fine Arts	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
Speech	<b>One-half credit from either of the following:</b> • Communication Applications • Professional Communications (CTE)	<b>One-half credit from either of the following:</b> • Communication Applications • Professional Communications (CTE)	<b>One-half credit from either of the following:</b> • Communication Applications • Professional Communications (CTE)	
Electives	<b>Seven and one half credits (one must be an academic elective)</b>	<b>Five and one-half credits</b>	<b>Four and one-half credits</b>	<b>Five credits</b>
<b>Total Credits</b>	<b>22</b>	<b>26</b>	<b>26</b>	<b>22</b>
<b>Endorsements</b>				<b>A student may earn an endorsement by successfully completing:</b> • curriculum requirements for the endorsement • four credits in mathematics • four credits in science • two additional elective credits
<b>STEM</b>				Includes courses directly related to: • science, including environmental science • technology, including computer science • engineering • advanced math
<b>Business and Industry</b>				Includes courses directly related to: • database management • information technology • communications • accounting • finance • marketing • graphic design • architecture • construction • welding • logistics • automotive technology • agricultural science • HVAC
<b>Public services</b>				Includes courses directly related to: • health sciences and occupations • education and training • law enforcement • culinary arts and hospitality
<b>Arts and Humanities</b>				Includes courses directly related to: • political science • world languages • cultural studies • English literature • history • fine arts
<b>Multidisciplinary Studies</b>				Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement
<b>Distinguished achievement</b>				<b>Total Credits w/endorsement - 26</b> • Four credits in math, including credit in Algebra II • Four credits in science • Completion of curriculum requirements for at least one endorsement
<b>Performance acknowledgment</b>				▪ for outstanding performance • in a dual credit course • in bilingualism and biliteracy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT ▪ for earning a nationally or internationally recognized business or industry certification or license

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.3. Principal Documents

### Attachment E.3

The individual serving as instructional leader of Trinity Environmental Academy in our organizational structure is the Chief Academic Officer (CAO). The board will select the CAO by March of 2015 utilizing many of the same strategies for recruiting other administrative positions and teachers outlined in the Operations Plan including attending/creating local job fairs, having social and professional media presence, working with Region 10's Job Center, utilizing relationships with local colleges and universities and their educational leadership programs, and local job advertising. The criteria used to select the CAO will include a strong commitment to the mission/vision of TriEA, experience in school leadership with demonstrated success in working with our target population in South Dallas and experience in the instructional methods the school proposes at a minimum.

The qualifications and job description for the CAO are included in this attachment below.





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4NTFRÄTIFÄNBMFÄOGÄTIFÄSPONSOR Sustainable Education Solutions

4NTFRÄTIFÄNBMFÄOGÄTIFÄPROPOSFEÄDIBrity Environmental Academy

<OSJTJON Chief Academic Officer

>FPORTSÄTSES Board of Directors

8OCÄ3UTJFS0Ä9JSTÄUPÄTOÄ'&ÄKFYÄEUTJFSÄTIJSÄMSÄJEVJEUBLÄWJLLÄPFRGO

'\$ Responsible all aspects of the school's curriculum and instruction and serve as the instructional coach for teachers.

(\$ Develops and executes all teacher professional development modules and establishes a culture of learning for all.

)\$ Develops all scholar schedules, testing, and ensure curriculum aligns with the TEKS for each course.

\*\$ Responsible for and oversees all teacher observation and feedback sessions, developing tools as necessary to norm process.

+\$ Collects qualitative and quantitative data to drive and improve instruction as well as assess teacher and student performance.

,\$ Responsible for parent communication, promoting scholar performance and activities of the school.

-\$ Develop and enforce all school policies, procedures, and practices, ensuring compliance with State and Federal guidelines.

.\$ Creating and implementing all academic strategic goals, partner in overall strategic planning for the school.

/ \$ Recruiting and vetting of qualified candidates making final recommendations to CEO for all leaders, teachers, and staff.

'&\$ Prepares reports and partners with CEO in evaluating program effectiveness. Other duties and responsibilities as assigned.

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>B;CEA6G>CBÄAHFGÄ7:Ä9C8HA:BG:9Ä>BÄG=:ÄÄ>BHG:FÄÄÄÄGÄCÄBÄG:GÄBC@9:EÄ7C6E9\$

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.4. Leadership Team Documents

#### Attachment E.4

Trinity Environmental Academy's leadership/management team beyond the CAO/CEO will include the Dean of Instruction, Dean of Scholars, Dean of Administration and Dean of Operations. The CAO and CEO will work as a team to recruit and identify potential candidates for the Dean positions by May of 2015 with the final decision for hiring made by the CEO. The criteria used to hire these individuals will be based on the requirements of their job description but generally will include leadership experience and success in schools for instructional roles and comparable management experience with school settings preferred for administrative and operational roles. Recruitment strategies for these positions will include those described for teachers in the Operations Plan such as attending/creating local job fairs, having social and professional media presence, working with Region 10's Job Center, utilizing relationships with local colleges and universities and their educational leadership programs, and local job advertising.

The qualifications and job description for the Deans of Instruction, Administration, Scholars and Operations are included in this attachment below.

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$59,823 - \$67,275"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$57,580 - \$76,317"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$58,279 - \$83,501"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Dean of Scholars

Reports to:

CAO

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

1. Responsible for the social and behavior management of scholars that align with TirEA goals and societal expectations.

2. Develop and support teachers with a discipline system that embodies the characteristics of love and logic philosophies.

3. Create and manage the before care and aftercare programs that support parents with additional academic and social needs.

4. Develop the academic programming for the aftercare program and ensure it's operation to fidelity.

5. Oversee the academic and athletic extra-curricular activities for scholars.

6. Investigate any scholar issues ensuring that perpetrators, victims, and witnesses are treated fairly and confidentially.

7. Have regular meetings with parents of scholars that are challenged both academically, emotionally, and behaviorally.

8. Seek solutions of all issues surrounding scholar's emotional safety while at school.

9. Chair the Student Success Team (SST) ensuring that all scholars have planned responses to intervention.

10. Supervise employees that support scholars; nurse, social and academic counselors, aftercare, athletics coaches, etc.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

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Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Dean of Instruction

Reports to:

CAO

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

1. Responsible for oversight of all teacher instructional practices and scholar learning, both quantitative and qualitative.

2. Work with teachers to interpret summative and formative data to assess deficiencies and alter instructional approaches.

3. Analyze all academic data from state, district and school assessments and share with teachers, CAO and CEO.

4. Work with DoS to establish small group interventions for students who continue to need intervention support outside of class.

5. Conduct teacher observations and performance feedback sessions on a regular basis, analyzing school-wide data trends.

6. Work with teachers to address various scholar needs with in class, supporting tutoring and intervention sessions as needed.

7. Support teachers in understanding student progress by mastering the essential knowledge and skills assessed in each course.

8. Review all student data and work with CAO/DoS to create academic improvement plans for each struggling scholar.

9. Support scholars in their life-long pursuit of learning, building a tangible culture of excellence and high expectations.

10. Other duties and responsibilities as assigned.

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(MUST be typed)**

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Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

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**Nineteenth Generation Open-Enrollment Charter Application  
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(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

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

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
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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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

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Supplemental Human Resources Information Form  
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Enter the name of the proposed charter school:

Position:  Reports to:

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

1.
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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.1. Facility Information

## **Attachment F.1**

### Section 4 – Financial and Business Plan

1. MOU with Paul Quinn College
2. Facility layout provided by PQC
3. Facility photographs taken by SES

# RICHARDS & VALDEZ

ATTORNEYS AND COUNSELORS

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6060 NORTH CENTRAL EXPRESSWAY  
SUITE 560  
DALLAS, TEXAS 75206  
Telephone: (214) 455-4600  
Telecopier: (866) 823-2119

March 25, 2014

Sustainable Education Solutions  
Attn: Ms. Jennifer Hoag, President  
P.O. Box 570975  
Dallas, Texas 75357

## Re: Paul Quinn College's Partnership with Trinity Environmental Academy

Dear Sustainable Education Solutions:

I am the attorney for Paul Quinn College and am writing this letter on its behalf under its authorization.

This letter of mutual understanding (this "Letter") is intended to affirm the College's interest in, and outline the general terms of discussion regarding, a partnership between Trinity Environmental Academy ("TriEA"), a non-profit charter school proposed by Sustainable Education Solutions ("SES"), and Paul Quinn College ("PQC"). PQC and SES have engaged in substantive discussions covering various aspects of the TriEA partnership, including the following:

1. **Joseph J. Rhoads Education Center Lease.** Pending award of the charter to SES by the Texas Education Agency and the State Board of Education, PQC would lease the Joseph J. Rhoads Education Center to TriEA under mutually agreed terms. The lease agreement would include pricing and improvements needed to prepare the space for use by the kindergarten through eighth grade scholars anticipated during the first three years of TriEA. Inspections and construction work would commence in January 2015 and be completed by July 2015.
2. **Additional Leased Space.** As TriEA expands at its proposed rate, the parties jointly would explore additional space options on PQC's campus. This potentially would include a new primary school and/or secondary school location, with all locations collectively to accommodate the 1,080 pre-kindergarten through twelfth grade students anticipated by 2021.
3. **Joint Facilities Use and Shared Services.** In conjunction with the leases, PQC and TriEA would enter into: (i) joint facilities use agreements granting TriEA scholars, staff, teachers and administrators access to PQC's cafeteria, gymnasium, "We Over Me" Farm, forested areas and other outdoor spaces; and (ii) shared services agreements regarding cafeteria, vending machine and food preparation services, janitorial services, and other related services essential for the day-to-day operation of TriEA on the PQC campus, all upon terms and

Sustainable Education Solutions

March 25, 2014

Page 2

conditions to be negotiated between the parties.

4. **PQC Teacher Certification Program.** PQC and TriEA would negotiate a mutually beneficial arrangement whereby students in PQC's Interdisciplinary Studies LC-6 Teacher Certification Program could achieve certain steps toward certification through teaching internships at TriEA. The goal would be to implement this program in TriEA's second year.
5. **College Programs for TriEA Students.** As TriEA approaches its sixth year, PQC and TriEA would enter into an agreement whereby TriEA scholars would be granted access to PQC's college courses and certification programs in various subjects, including but not limited to environmental technologies, agricultural sciences and biotechnology.

By signing this Letter, SES acknowledges that this Letter in no way obligates PQC to provide any of the leases or services delineated in paragraphs 1 through 5 above. This Letter is not intended to create or evidence a binding agreement between or among TriEA, SES and PQC, but rather to evidence a shared intent to pursue the symbiotic partnership outlined above.

The College looks forward to moving forward in working towards the shared vision of establishing an open-enrollment charter school on PQC's Dallas campus.

Sincerely,

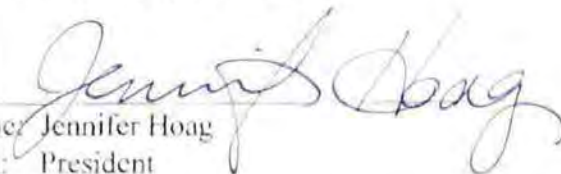


John E. Richards

Attorney for Paul Quinn College

Acknowledged and accepted:

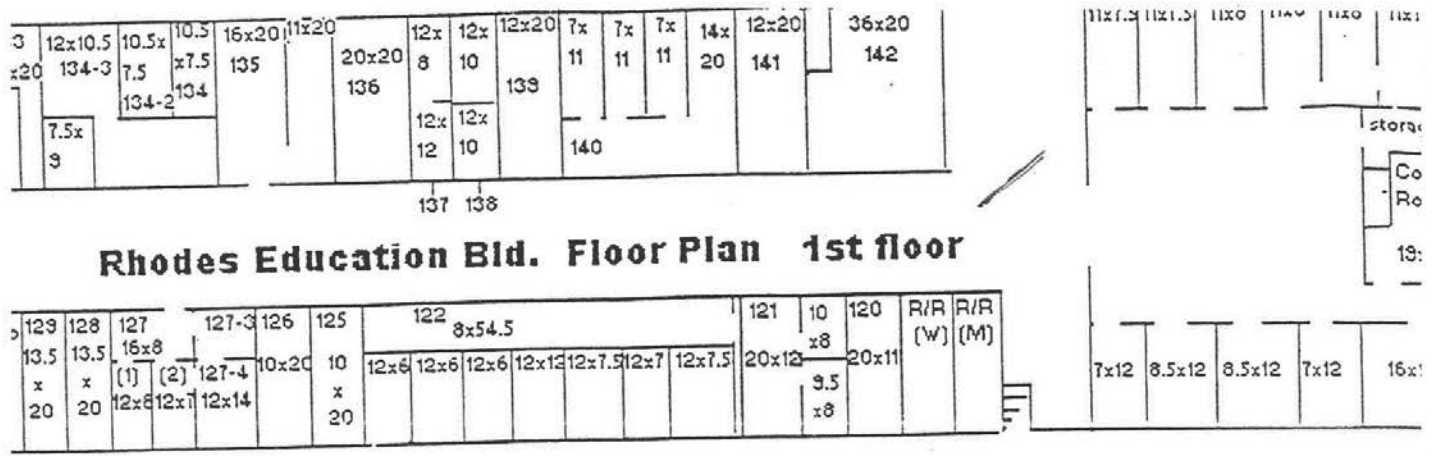
**Sustainable Education Solutions**

By:   
Name: Jennifer Hoag  
Title: President

cc: Michael Sorrell, President of Paul Quinn College  
Lori Price, Chief of Staff, Paul Quinn College

Front parking

Front entrance



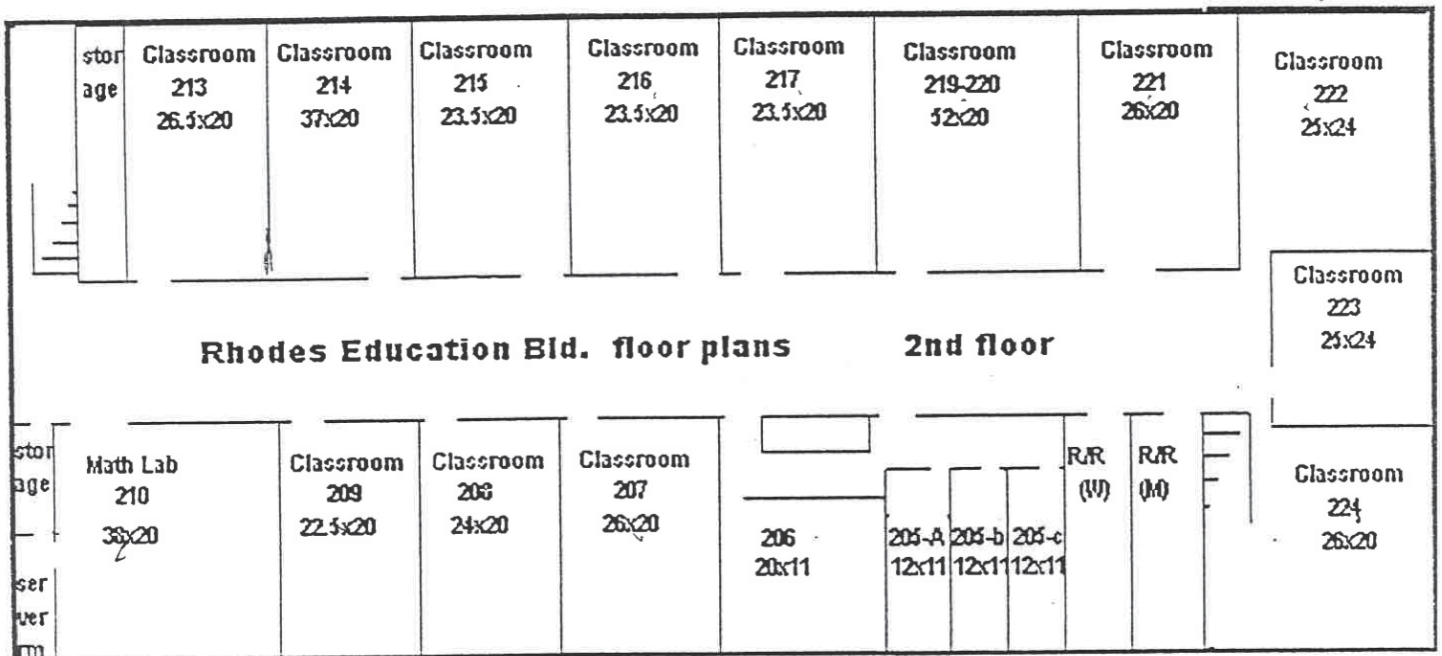
Rear exit to cafeteria

Rear parking

HVAC Water Tower

The total square footage of the building is 29,768. Please note the areas depicted are not to proportionate to each other. The first floor classrooms are currently divided into smaller office-like spaces with temporary walls, which will be taken out and returned to classrooms. Original classroom walls are still there. Expecting 11 classrooms on the first floor, media lab, library, common area, and office/reception space after renovation.

The second floor has a total space for 16 classrooms, one of which will be teacher workspace, the other resource and office space. One room will be a media lab. Should more space be required in Y3, temporary portables can be installed across the parking lot where city services already exist from an old building that was torn down.

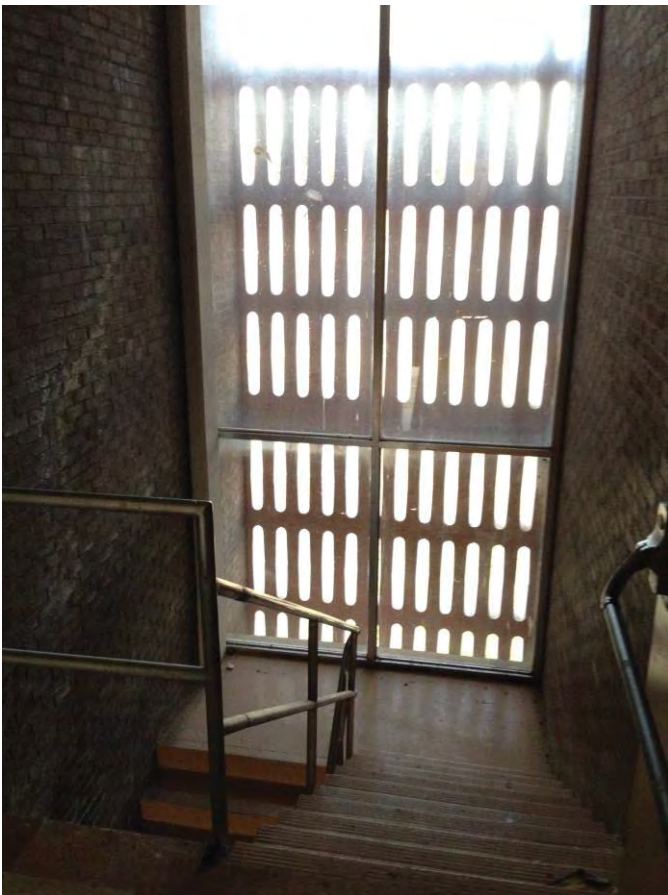




**Photos of the Rhoads Education Center**



Front view looking east towards the front entrance, front building faces south



Interior stairwell, one at the east end, one at the west end of the building



Classroom space with original chalkboards



Hallway space, same size upstairs and downstairs

Google map of the Rhoads Education Center



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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.2. Financial Documentation

# Sustainable Education Solutions

*Incorporated as a Texas Non-Profit as of June 18, 2012*

*Tax Exempt status as of September 11, 2013*

## Statement of Financial Position

As of March 20, 2014

<u>Assets</u>	<u>Up to 2014</u>
Current Assets	
Cash and Cash Equivalents	\$577.90
Accounts Receivable (Pledges)	\$3,500.00
Prepaid Expenses	\$0.00
Total Current Assets	<u>\$4,077.90</u>
Property and Equipment	\$0.00
Total Assets	<u>\$4,077.90</u>
 <u>Liabilities and Net Assets</u>	
Current Liabilities	
Accounts Payable	\$0.00
Accrued Liabilities	
Deferred Revenue	\$0.00
Current portion of long-term debt	\$0.00
Total Current Liabilities	<u>\$0.00</u>
Long-Term Debt	\$0.00
Total Liabilities	<u>\$0.00</u>
Net Assets	
Unrestricted	\$577.90
Temporarily Restricted (Pledges)	\$3,500.00
Total Net Assets	<u>\$4,077.90</u>
Total Liabilities and Net Assets	<u>\$4,077.90</u>

# Sustainable Education Solutions

*Incorporated as a Texas Non-Profit as of June 18, 2012*

*Tax Exempt status as of September 11, 2013*

## Statement of Activities

As of March 20, 2014 and Fiscal Year Ending 2013

	Unrestricted	Temporarily Restricted	Totals	
			As of 3/20/14	FYE 8/31/13
<b>Revenues</b>				
Local Support:				
5740 Other Revenues from Local Sources	\$1,497.90		\$317.98	\$1,179.92
<b>Total Revenues</b>	\$1,497.90		\$317.98	\$1,179.92
<b>Expenses</b>				
41 General Administration	\$920.00		\$35.00	\$885.00
<b>Total Expenses</b>	\$920.00		\$35.00	\$885.00
Change in Net Assets	\$577.90		\$282.98	\$294.92
Net Assets, beginning of year			\$294.92	0
<b>Net Assets, ending of year</b>	<b>\$577.90</b>		<b>\$577.90</b>	<b>\$294.92</b>

## Sustainable Education Solutions

*Incorporated as a Texas Non-Profit as of June 18, 2012*

*Tax Exempt status as of September 11, 2013*

### Statement of Cash Flows

**As of March 20, 2014 and Fiscal Year Ending 2013**

	<u>As of 3/20/14</u>	<u>FYE 8/31/13</u>
Cash flows from operating activities:		
Contributions and fundraising activities	\$317.98	\$1,179.92
Payments to vendors for goods and services rendered	-35.00	-885.00
Net cash provided by operating activities	\$282.98	\$294.92
Net increase in cash	\$282.98	\$294.92
Cash at beginning of year	<u>294.92</u>	<u>0</u>
Cash at ending of year	\$577.90	\$294.92



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# Information copy. Do not send to IRS.

Form **990-N**

Department of the Treasury  
Internal Revenue Service

## Electronic Notice (e-Postcard) for Tax-Exempt Organizations not Required To File Form 990 or 990-EZ

OMB No. 1545-  
2085

# 2013

Open to Public  
Inspection

**A** For the 2013 calendar year, or tax year beginning 1/1/2013, and ending 12/31/2013.

**B** Check if applicable

Terminated, Out of  
Business

Gross receipts are normally  
\$50,000 or less

**C** Name of organization: SUSTAINABLE EDUCATION SOLUTIONS  
d/b/a:

PO Box 570975  
Dallas, TX, US, 75357

**D** Employer  
Identification  
Number

45-5584496

**F** Name of Principal Officer: Jennifer Hoag

**E** Website:

www.dallasgreenlearning.org

11223 Sinclair Ave  
Dallas, TX, US, 75218

**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 the 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 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.

This Form 990-N (e-Postcard) was accepted by the IRS on 3/15/2014.

## Form 990-N E-filing Receipt - IRS Status: Accepted

---

From: [epostcard@urban.org](mailto:epostcard@urban.org) This sender is in your safe list.

Sent: Sat 3/15/14 6:05 PM

To: [REDACTED]

Organization: SUSTAINABLE EDUCATION SOLUTIONS

EIN: 45-5584496

Submission Type: Form 990-N

Year: 2013

Submission ID: 7800582014074ek02488

e-File Postmark: 3/15/2014 6:59:23 PM

Accepted Date: 3/15/2014

The IRS has accepted the e-Postcard described above. Please save this receipt for your records.

Thank you for filing.

---

-  
e-Postcard technical support  
Phone: 866-255-0654 (toll free)  
email: [ePostcard@urban.org](mailto:ePostcard@urban.org)

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SUSTAINABLE EDUCATION SOLUTIONS  
PO Box 570975  
Dallas, TX 75357

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.3. Financial Plan

# Trinity Environmental Academy

## New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name: Jennifer Hoag

Contact Email:

Contact Phone:

469-554-6320

Year One Fiscal Year End: 2016

School Days: 180

A	B	C	D	E
1	Trinity Environmental Academy			
3	Estimate of State Aid Entitlement Input	3/25/2014 22:31		
4		<b>Total - Per Grades - First Year</b>		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-		
6	Kindergarten	72.00		
7	1st Grade	72.00		
8	2nd Grade	-		
9	3rd Grade	-		
10	4th Grade	-		
11	5th Grade	-		
12	6th Grade	84.00		
13	7th Grade	-		
14	8th Grade	-		
15	9th Grade	-		
16	10th Grade	-		
17	11th Grade	-		
18	12th Grade	-		
19		<b>Total - All Grades</b>		
20	Total Number of Students Enrolled	228.0		
21	Total Number of High School Students Enrolled	-		
22	Percentage Rate of Attendance	80%		
24	<b>Special Education Data:</b>		<b>Extended Year Service</b>	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	7.00	-	
28	Number Enrolled in Resource Room	6.00	-	
29	Number Enrolled in Self-Contained Mild/Mod/Sev	1.00	-	
30	Number Enrolled in Full-Time Early Childhood	-	-	
31	Number Enrolled in Off-Home Campus	-	-	
32	Number Enrolled in VAC	-	-	
33	Number Enrolled from State Schools	-	-	
34	Number Enrolled in Residential Care & Treatment	-	-	
35	Number Enrolled in Mainstream	13.00	-	
38	<b>Career and Technology (C&amp;T) Data:</b>		<b>Advanced C&amp;T FTE</b>	
37	Number Enrolled in One-hour Class	-	-	
38	Number Enrolled in Two-hour Class	-	-	
39	Number Enrolled in Three-hour Class	-	-	
40	Number Enrolled in Four-hour Class	-	-	
41	Number Enrolled in Five-hour Class	-	-	
42	Number Enrolled in Six-hour Class	-	-	
43	Gifted and Talented Enrolled	-		
44	Number of Pregnancy Related Students Enrolled	-		
45	Number Enrolled in Bilingual/ESL	8.00		
46	<b>Special Education Error Check</b>			
47	<b>Career and Technology Error Check</b>			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	197.22		
50	Regular Program Transportation Allotment			
51	Special Education Program Transportation Allotment	-		
52	Career and Technology Program Transportation Allotment	-		
53	<b>Transportation Total</b>	5	-	
54				

## Trinity Environmental Academy ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2016	2017	2018	2019	2020
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	28.00	28.00	28.00
Kindergarten	72.00	72.00	72.00	72.00	72.00
1st Grade	72.00	72.00	72.00	72.00	72.00
2nd Grade	-	72.00	72.00	72.00	72.00
3rd Grade	-	-	72.00	72.00	72.00
4th Grade	-	-	-	72.00	72.00
5th Grade	-	-	-	-	72.00
6th Grade	84.00	84.00	84.00	84.00	84.00
7th Grade	-	84.00	84.00	84.00	84.00
8th Grade	-	-	84.00	84.00	84.00
9th Grade	-	-	-	84.00	84.00
10th Grade	-	-	-	-	84.00
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of High School Students Enrolled	-	-	-	84.00	168.00
Total Number of All Students Enrolled (Average Membership)	228.00	384.00	568.00	724.00	880.00
Average Daily Attendance (ADA)	182.40	307.20	454.40	579.20	704.00
Average Daily Attendance %	80%	80%	80%	80%	80%
Percent change YOY		68%	48%	27%	22%

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	2016	EYS 2016	2017	EYS 2017	2018	EYS 2018	2019	EYS 2019	2020	EYS 2020
<b>Special Education Data:</b>										
Number Enrolled In Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	7.00	-	12	0	17	0	22	0	27	-
Number Enrolled in Resource Room	6.00	-	10	0	15	0	19	0	23	-
Number Enrolled in Self-Contained Mild/Mod/Sev	1.00	-	1.00	-	2.00	-	3.00	-	3.00	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	13.00	-	15.00	-	25.00	-	35.00	-	42.00	-
Special Education Student Count (SPED)	27.00	-	37.89	-	59.39	-	79.28	-	95.18	-
Special Education Student Count %	11.84%		9.87%		10.46%		10.93%		10.82%	
Percent change YOY			40%		0%		57%		0%	
<b>Career and Technology (C&amp;T) Data:</b>	2016	Advanced C&T FTE 2016	2017	Advanced C&T FTE 2017	2018	Advanced C&T FTE 2018	2019	Advanced C&T FTE 2019	2020	Advanced C&T FTE 2020
Number Enrolled in One-hour Class	-	-	-	-	-	-	84.00	-	168.00	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	-	-	-	-	84.00	-	168.00	-
% of Career & Technology Students							11.60%		19.09%	
Percent change YOY			0%		0%		0%		0%	

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2016	2017	2018	2019	2020
Number Gifted and Talented Students Enrolled	-	-	-	-	-
% of Gifted and Talented Students Enrolled					
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	9.00	76.00	113.00	144.00	176.00
% of Students Enrolled in Bilingual/ESL	3.95%	19.79%	19.89%	19.89%	20.00%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	197.22	230.00	340.00	434.00	528.00

Transportation	Data for following fiscal years must be based on reasonable estimates and projections.				
	2016	2017	2018	2019	2020
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY		0%	0%	0%	0%

Trinity Environmental Academy  
 Estimate of State Aid Entitlement Output  
 Template Date 06/21/2013-Preliminary

3/25/2014 22:31

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

	TOTAL	
Refined ADA	182,400	
HS ADA	0,000	
ASF ADA	0,000	
<b>SPECIAL EDUCATION FTE</b>		<b>Extended Year Service</b>
Number Enrolled in Homebound	0,000	0,000
Hospital Class	0,000	0,000
Speech Therapy	0,233	0,000
Resource Room	2,287	0,000
Self-Contained Mid/Mod/Sev	0,381	0,000
Full-Time Early Childhood	0,000	0,000
Off-Home Campus	0,000	0,000
VAC	0,000	0,000
State Schools	0,000	0,000
Residential Care & Treatment	0,000	0,000
<b>TOTAL SPECIAL EDUCATION FTE</b>	<b>2,902</b>	<b>0,000</b>
<b>TOTAL SPECIAL EDUCATION WEIGHTED FTE</b>	<b>8,172</b>	<b>0,000</b>
Career & Technology FTEs	0,000	
Advanced Career & Technology FTES	0,000	
Regular Program ADA	178,498	
Mainstream ADA	10,400	
Gifted & Talented Enrollment	0,000	
Compensatory Ed Enrollment	197,220	
Pregnancy-related FTEs	0,000	
Bilingual ADA	7,200	
Adjusted GYA	0,9731	
<b>TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)</b>	<b>298,371</b>	
<b>FUNDING DATA:</b>		
State Average Basic Allotment	\$ 4,805	
State Average Adjusted Basic Allotment	\$ 5,078	
State Average Adjusted Allotment	\$ 6,152	
State Average DTR- Level II	0.06356	
State Average DTR- Level III	0.04686	
Available School Fund Rate	\$ -	
<b>FUNDING BREAKDOWN BY PROGRAM</b>		
Regular Program Block Grant	\$ 1,104,273	
Special Education Block Grant (Spend 82% of Amount as proposed)	\$ 58,425	
Mainstream Special Education (Spend 82% of Amount as proposed)	\$ 70,379	
Residential Care & Treatment (Spend 82% of Amount as proposed)	\$ -	
State Schools (Spend 82% of Amount as proposed)	\$ -	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$ -	
<b>TOTAL SPECIAL EDUCATION</b>	<b>\$ 128,804</b>	
Career & Technology Grant (Spend 58% of Amount as proposed)	\$ -	
Gifted & Talented Op Grant (Spend 58% of Amount as proposed)	\$ -	
Regular Compensatory Ed (Spend 82% of Amount as proposed)	\$ 242,659	
Pregnancy Related Services Allocation (Spend 82% of Amount as proposed)	\$ -	
Military Allotment	\$ -	
Bilingual Education Block Grant (Spend 82% of Amount as proposed)	\$ 4,429	
<b>TRANSPORTATION</b>		
Regular Program	\$ -	
Special Education	\$ -	
Career and Technology	\$ -	
<b>TOTAL TRANSPORTATION</b>	<b>\$ -</b>	
High School Allotment	\$ -	
State Share of Tier I	\$ 1,475,166	
Tier II Level 1	\$ 96,132	
Tier II Level 2	\$ 44,620	
<b>TOTAL TIER II</b>	<b>\$ 140,961</b>	
<b>TOTAL FOUNDATION</b>	<b>\$ 1,819,118</b>	
<b>OTHER PROGRAMS</b>		
Staff Salary Allotment	\$ -	
Additional State Aid for Tax Reduction (ASATR)	\$ -	
<b>TOTAL OTHER PROGRAMS</b>	<b>\$ -</b>	
<b>TOTAL</b>	<b>\$ 1,819,118</b>	
<b>TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)</b>	<b>\$ -</b>	
<b>TOTAL FOUNDATION SCHOOL FUND (FSF)</b>	<b>\$ 1,819,118</b>	



1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2013-2014 WADA		299,371
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line 2 x Line 3)	\$	1,378,495
5	2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	33,277
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	\$	1,411,772
7	Transportation Adjustment	\$	-
8	2013-2014 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	1,411,772
11	2013-2014 Tier I State Aid	\$	1,478,166
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	1,478,166
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line 3)	\$	4,938

3/25/2014 22:31



**Trinity Environmental Academy**

**REVENUE AND EXPENSE ASSUMPTIONS**

2016      2017      2018      2019      2020      NOTES

**REVENUE**

TOTAL STATE REVENUES	1,619,217.57
TOTAL FEDERAL REVENUES	161,912
TOTAL LOCAL & OTHER REVENUES	30,000
TOTAL REVENUE	1,811,029.57

	2016	2017	2018	2019	2020
TOTAL STATE REVENUES	0.00%	68.00%	48.00%	27.00%	22.00%
TOTAL FEDERAL REVENUES	0.00%	68.00%	48.00%	27.00%	22.00%
TOTAL LOCAL & OTHER REVENUES	0.00%	10.00%	10.00%	10.00%	10.00%

Comp Ed (F&RI) at 86.5%; ELL at 3%; SpEd at 10.7%  
 School lunch reimbursement; 30% Federal funds for Title I, II, IDEA-B estimated.  
 Fundraising goal per year

**EXPENSES**

**PAYROLL TAXES AND BENEFITS**

Social Security	
Medicare	
State Unemployment	
Worker's Compensation Insurance	
Custom Other Tax #1	
Custom Other Tax #2	
Health Insurance	
Dental Insurance	
Vision Insurance	
Life Insurance	
Retirement Contribution	
Custom Fringe #1	
Custom Fringe #2	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

Accounting / Audit	8,000
Legal	6,000
Management Company Fee	-
Nurse Services	5,000
Food Service / School Lunch	6,000
Payroll Services	-
Special Ed Services	15,000
Titement Services (i.e. Title I)	-
Environmental Based Education Development	10,000
Substitutes Services	7,500
Custom Contracted Services #3	-
<b>TOTAL CONTRACTED SERVICES</b>	

Year	2010	2011	2012	2013	2014
0.00%	0.00%	0.00%	0.00%	0.00%	
1.45%	1.45%	1.45%	1.45%	1.45%	
0.50%	0.50%	0.50%	0.50%	0.50%	
0.30%	0.30%	0.30%	0.30%	0.30%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
4.44%	4.30%	4.10%	4.00%	3.90%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
1.50%	1.50%	1.50%	1.50%	1.50%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	

Year	2010	2011	2012	2013	2014
0.00%	5.00%	5.00%	5.00%	5.00%	
0.00%	5.00%	5.00%	5.00%	5.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	68.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	68.00%	48.00%	27.00%	22.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	20.00%	20.00%	0.00%	0.00%	
0.00%	50.00%	50.00%	50.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	

Using TRS  
Minimum ranges are 0.51 to 7.41 on first \$9000  
Based on Insurance

\$150 ea x 12, consider increase in Y3 w/ consistent ADA

1.5% participation rate of statutory minimum salary

Consultant work on immunizations  
F&R/L reimburse @ 86.5%, est. 5% overrun nonpay

\$75 per day @ 100 days

**SCHOOL OPERATIONS**

Board Expenses	1,000	0.00%	5.00%	5.00%	5.00%	Estimated \$100 per teacher	
Classroom / Teaching Supplies & Materials	1,300	0.00%	68.00%	48.00%	27.00%	22.00%	\$50 per teacher - (also IMA funds based on Springfield)
Special Ed Supplies & Materials	1,500	0.00%	68.00%	48.00%	27.00%	22.00%	\$50 per teacher (includes manipulatives)
Textbooks / Workbooks	11,000	0.00%	68.00%	48.00%	27.00%	22.00%	\$50 per scholar (books, manipulatives)
Supplies & Materials other	17,000	0.00%	68.00%	48.00%	27.00%	22.00%	Athletics, Art, Music (factors for furniture)
Equipment / Furniture	6,000	0.00%	5.00%	5.00%	5.00%	5.00%	\$500 per month, estimated
Telephone	20,000	0.00%	88.00%	68.00%	47.00%	42.00%	Added 20% above enroll TOY (grants for laptops, etc.)
Technology	6,800	0.00%	68.00%	48.00%	27.00%	22.00%	\$30 per scholar
Student Teaching & Assessment	6,800	0.00%	68.00%	48.00%	27.00%	22.00%	\$10 per scholar, 2x per year
Field Trips	6,800	0.00%	68.00%	48.00%	27.00%	22.00%	\$500 per trip, 10 academic, 20 extra curricular per year
Transportation (Student)	15,000	0.00%	68.00%	48.00%	27.00%	22.00%	Paper, copier lease (\$850/mo), supplies, etc.
Student Services - other	-	0.00%	68.00%	48.00%	27.00%	22.00%	\$1000 per mo.
Office Expense	17,000	0.00%	60.00%	42.00%	31.00%	14.00%	
Staff Development	12,000	0.00%	60.00%	42.00%	31.00%	14.00%	
Staff Recruitment	3,000	0.00%	30.00%	30.00%	0.00%	0.00%	
Student Recruitment / Marketing	3,000	0.00%	68.00%	48.00%	27.00%	22.00%	
School Meals / Lunch	1,000	0.00%	60.00%	42.00%	31.00%	14.00%	
Towel (Staff)	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Forestry	1,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Membership, Fees, Bank Charges, etc.	2,000	0.00%	88.00%	68.00%	47.00%	42.00%	Added 20% above enrollment increase TOY
Segments, Academic and Athletic League Fees	2,000	0.00%	88.00%	68.00%	47.00%	42.00%	Online admin info sys, instruct services, subscriptions
Online technology services	25,000	0.00%	30.00%	30.00%	20.00%	0.00%	

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

Insurance	5,000	0.00%	0.00%	0.00%	50.00%	0.00%	
Janitorial Services	12,000	0.00%	40.00%	50.00%	30.00%	0.00%	
Building and Land Rent / Lease	130,000	0.00%	0.00%	0.00%	100.00%	0.00%	30,000 sqft @ \$0.7 per sqft (only 9 classrooms VJ)
Repairs & Maintenance	6,000	0.00%	0.00%	0.00%	40.00%	0.00%	30,000 sqft @ \$4.00 per sqft per year (8% of total)
Security Services	1,300	0.00%	0.00%	0.00%	80.00%	0.00%	Leasing facilities, maintenance/repairs minimal \$500/mo
Utilities	30,000	0.00%	0.00%	0.00%	70.00%	0.00%	\$1.00 sqft per year
Custom Facilities Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%	

**TOTAL FACILITY OPERATION & MAINTENANCE**

**RESERVES / CONTINGENCY**

	100,000	0.00%	80.00%	50.00%	30.00%	50.00%
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**TOTAL DEDUCTIONS**

**DEPRECIATION & AMORTIZATION**

	-	0.00%	0.00%	0.00%	0.00%	0.00%
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**NET OPERATING INCOME (Including Depreciation)**

**Trinity Environmental Academy  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>					
Total Revenue	1,811,030	3,025,130	4,464,652	5,663,937	6,905,211
Total Expenses	1,797,841	2,987,855	4,302,205	5,654,083	6,757,682
Net Operating Income (before Depreciation)	13,189	37,275	162,447	9,854	147,529
Revenue Per Pupil	7,943	7,878	7,860	7,823	7,847
Expenses Per Pupil	7,885	7,781	7,574	7,810	7,679
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016	2017	2018	2019	2020

Description of Assumptions and Variances

<b>REVENUE</b>					
TOTAL STATE REVENUES	\$ 1,819,118	\$ 2,720,118	\$ 4,028,774	\$ 5,112,733	\$ 6,237,534
TOTAL FEDERAL REVENUES	\$ 161,912	\$ 272,012	\$ 402,578	\$ 511,274	\$ 623,754
TOTAL LOCAL & OTHER REVENUES	\$ 30,000	\$ 33,000	\$ 36,300	\$ 39,930	\$ 43,923
TOTAL REVENUE	\$ 1,811,030	\$ 3,025,130	\$ 4,464,652	\$ 5,663,937	\$ 6,905,211

F&RL at 86.5%; ELL at 3%; SpEd at 10.7%

10% of total budget is generally federal funds

Fundraising goals per year

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	70,000	73,150	75,893	78,360	80,710
Instructional Management	70,000	73,150	75,893	78,360	80,710
Deans, Directors & Coordinators	110,000	177,650	308,993	319,036	328,607
CFO / Director of Finance	60,000	62,700	65,051	67,165	69,180
Operation / Business Manager	-	57,475	59,630	61,568	63,415
Administrative Staff	77,000	113,905	118,176	122,017	125,678
Other - Administrative	-	88,825	146,365	190,302	236,366
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 387,000</b>	<b>\$ 646,835</b>	<b>\$ 850,003</b>	<b>\$ 918,808</b>	<b>\$ 984,667</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	444,000	601,920	962,759	1,343,308	1,743,346
Teachers - SPED	40,000	83,600	86,735	179,108	184,481
Substitute Teachers	-	-	-	-	-
Teaching Assistants	104,000	187,200	262,373	333,588	373,574
Specialty Teachers	120,000	334,400	516,073	756,730	871,673
Aides	-	-	-	-	-
Therapists & Counselors	-	47,025	48,788	104,106	167,186
Other - Instructional	4,400	9,196	9,541	9,851	10,146
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 712,400</b>	<b>\$ 1,243,341</b>	<b>\$ 1,886,369</b>	<b>\$ 2,726,693</b>	<b>\$ 3,310,406</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	52,250	81,314	83,957	86,475
Librarian	-	-	21,684	22,388	46,120
Custodian	24,000	25,080	26,021	53,732	55,344
Security	40,000	41,800	130,103	134,331	138,361
Other - Non-Instructional	52,000	128,535	161,544	195,899	261,732
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 116,000</b>	<b>\$ 247,665</b>	<b>\$ 420,668</b>	<b>\$ 490,267</b>	<b>\$ 588,033</b>

**TOTAL PERSONNEL EXPENSES**

<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 1,215,400</b>	<b>\$ 2,137,881</b>	<b>\$ 3,156,937</b>	<b>\$ 4,133,807</b>	<b>\$ 4,923,306</b>
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**PAYROLL TAXES AND BENEFITS**

Social Security	-	-	-	-	-	Not contributing to Social Security, using TRS
Medicare	17,623	30,999	45,776	59,940	71,385	
State Unemployment	6,077	10,689	15,785	20,669	24,616	Only take .05% of the first \$9000 instead of the whole salary
Worker's Compensation Insurance	3,646	6,414	9,471	12,401	14,769	
Custom Other Tax #1	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	53,964	91,928	129,434	165,352	192,001	\$150 ea x 12; consider increase in Y3 w/ consistent ADA
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
Life Insurance	-	-	-	-	-	
Retirement Contribution	18,231	32,068	47,354	62,007	73,847	1.5% contribution based on Total Personnel Expenses
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 99,541</b>	<b>\$ 172,098</b>	<b>\$ 247,830</b>	<b>\$ 320,370</b>	<b>\$ 376,618</b>	
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 1,314,941</b>	<b>\$ 2,309,979</b>	<b>\$ 3,404,767</b>	<b>\$ 4,454,177</b>	<b>\$ 5,299,924</b>	

**CONTRACTED SERVICES**

Accounting / Audit	8,000	8,400	8,820	9,261	9,724
Legal	6,000	6,300	6,615	6,946	7,293
Management Company Fee	-	-	-	-	-
Nurse Services	5,000	5,000	5,000	5,000	5,000
Food Service / School Lunch	6,000	10,080	10,080	10,080	10,080
Payroll Services	-	-	-	-	-
Special Ed Services	15,000	25,200	37,296	47,366	57,786
Titement Services (i.e. Title I)	-	-	-	-	-
Environmental Based Education Development	10,000	12,000	14,400	14,400	14,400
Substitutes Services	7,500	11,250	16,875	25,313	25,313
Custom Contracted Services #3	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 57,500</b>	<b>\$ 78,230</b>	<b>\$ 99,096</b>	<b>\$ 118,365</b>	<b>\$ 129,596</b>

**SCHOOL OPERATIONS**

Board Expenses	1,000	1,050	1,103	1,158	1,216
Classroom / Teaching Supplies & Materials	1,300	2,184	3,232	4,105	5,008
Special Ed Supplies & Materials	1,500	2,520	3,730	4,737	5,779
Textbooks / Workbooks	11,400	19,152	28,345	35,998	43,918
Supplies & Materials other	11,400	19,152	28,345	35,998	43,918
Equipment / Furniture	6,000	10,080	14,918	18,946	23,115
Telephone	6,000	6,300	6,615	6,946	7,293
Technology	20,000	37,600	63,168	92,857	131,857
Student Testing & Assessment	6,800	11,424	16,908	21,473	26,197
Field Trips	6,800	11,424	16,908	21,473	26,197
Transportation (student)	15,000	25,200	37,296	47,366	57,786
Student Services - other	-	-	-	-	-
Office Expense	17,000	27,200	38,624	50,597	57,681
Staff Development	12,000	19,200	27,264	35,716	40,716
Staff Recruitment	2,000	2,600	3,380	3,380	3,380
Student Recruitment / Marketing	3,000	5,040	6,552	6,552	6,552
School Meals / Lunch	1,000	1,680	2,486	3,158	3,852
Travel (Staff)	1,000	1,600	2,272	2,976	3,393
Fundraising	-	-	-	-	-
Memberships, Fees, Bank Charges, etc.	1,000	1,000	1,000	1,000	1,000
Stipends, Academic and Athletic League Fees	2,000	3,760	6,317	9,286	13,186
Online technology services	25,000	32,500	32,500	39,000	39,000
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 151,200</b>	<b>\$ 240,666</b>	<b>\$ 340,962</b>	<b>\$ 441,721</b>	<b>\$ 541,042</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	5,000	5,000	5,000	7,500	7,500
Janitorial Services	12,000	16,800	25,200	32,760	32,760
Building and Land Rent / Lease	120,000	120,000	120,000	240,000	240,000
Repairs & Maintenance	6,000	6,000	6,000	8,400	8,400
Security Services	1,200	1,200	1,200	2,160	2,160
Utilities	30,000	30,000	30,000	51,000	51,000
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 174,200</b>	<b>\$ 179,000</b>	<b>\$ 187,400</b>	<b>\$ 341,820</b>	<b>\$ 341,820</b>

**RESERVES / CONTINGENCY**

	100,000	180,000	270,000	297,000	445,500
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Holding 7-10% for reserves/contingency needs on settle-up.

**TOTAL EXPENSES**

	\$ 1,797,841	\$ 2,967,815	\$ 4,302,205	\$ 5,634,083	\$ 6,737,682
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**NET OPERATING INCOME (before Depreciation)**

	\$ 13,188	\$ 37,275	\$ 162,447	\$ 9,854	\$ 147,330
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**DEPRECIATION & AMORTIZATION**

	-	-	-	-	-
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**NET OPERATING INCOME (including Depreciation)**

	\$ 13,188	\$ 37,275	\$ 162,447	\$ 9,854	\$ 147,330
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**Trinity Environmental Academy  
PROJECTED START-UP BUDGET / OPERATING PLAN  
FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>	
Total Revenue	4,078
Total Expenses	919,650
Net Operating Income (before Depreciation)	(915,572)

Description of Assumptions and Variances

Start-Up Period
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<b>REVENUE</b>	
TOTAL STATE REVENUES	_____
TOTAL FEDERAL REVENUES	_____
TOTAL LOCAL & OTHER REVENUES	\$ 4,078
TOTAL REVENUE	\$ 4,078

First State payment is not until September 2015 for \$134,387; State grants  
Federal grants  
Philanthropic grants, donations, lending institutions, letters of intent

**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	35,000
Instructional Management	35,000
Deans, Directors & Coordinators	13,749
CFO / Director of Finance	15,000
Operation / Business Manager	11,250
Administrative Staff	5,332
Other - Administrative	9,166

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS** \$ **124,497**

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	57,117
Teachers - SPED	4,184
Substitute Teachers	-
Teaching Assistants	13,598
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

**TOTAL INSTRUCTIONAL PERSONNEL COSTS** \$ **74,899**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	2,781
Security	6,666
Other - Non-Instructional	2,779

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS** \$ **12,226**

**TOTAL PERSONNEL EXPENSES** \$ **211,622**

**PAYROLL TAXES AND BENEFITS**

Social Security	-
Medicare	3,069
State Unemployment	1,058
Worker's Compensation Insurance	635
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	7,350
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	3,174
Custom Fringe #1	-
Custom Fringe #2	-

**TOTAL PAYROLL TAXES AND BENEFITS** \$ **15,285**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES** \$ **226,907**

**CONTRACTED SERVICES**

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Environmental Based Education Development	10,000
Substitutes Services	-
Custom Contracted Services #3	-

**TOTAL CONTRACTED SERVICES** \$ **10,000**

*All monthly stipends include Aug 2015 stipend payments of \$75,523*

CEO, Mar-Aug 2015 (6 months of \$70K)  
 CAO, Mar-Aug 2015 (6 months of \$70K)  
 DoS, June-Aug 2015 (3 months at \$55K)  
 DoA, June-Aug 2015 (3 months at \$60K)  
 Office Manager, June-Aug 2015 (3 months at \$45K)  
 Executive Secretary/Receptionist, July-Aug 2015 (2 months at \$32K)  
 SpPop Coordinator, July-Aug 2015 (2 months at \$55K)

Pre-Service all teachers/staff, 4 days July 28-31 2015 (4 days + Aug at \$42Kx13)

Pre-Service all teachers/staff, 4 days July 28-31 2015 (4 days + Aug at \$40Kx1)

Pre-Service all teachers/staff, 4 days July 28-31 2015 (4 days + Aug at \$26Kx5)

Pre-Service all teachers/staff, 4 days July 28-31 2015 (4 days + Aug at \$28Kx1)

Pre-Service IT Tech (July-Aug at \$40Kx1)

Pre-Service all teachers/staff, 4 days July 28-31 2015 (4 days + Aug at \$28Kx3)

\$136,099 without August salary payments (August adds \$75,523K)

1.45% of total (August added \$1056)

0.5% of total (August added \$364)

0.3% of total (August added \$218)

At \$150 for each employee, each month stipend (49 payments)

1.5% of total (August added \$1092)

Environmental Based Education with SEER, 4 days (July 28-31)

**SCHOOL OPERATIONS**

Board Expenses	-	
Classroom / Teaching Supplies & Materials	2,000	Pre-Service teacher supplies, paper, posters, minimum classroom needs, etc.
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	22,800	\$100 per scholar to start (IMA funds won't be available until January 2016)
Supplies & Materials other	1,000	Scholar planners/calendar books
Equipment / Furniture	36,000	Y1 \$3000 x 9 classrooms, \$5000 for 10 offices, \$4000 for library/breakroom
Telephone	-	Using PQC phones and cell phones
Technology	26,350	Laptops teachers/staff (\$850ea x28)(desktops 1 Caf�, 1 security, 1 reception)
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,000	Paper, office supplies, notebooks, Journals
Staff Development	-	
Staff Recruitment	2,000	Advertising, travel, open house, events
Student Recruitment / Marketing	5,000	Flyers, newspaper, local magazines, website development, travel
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Memberships, Fees, Bank Charges, etc.	-	
Stipends, Academic and Athletic League Fees	-	
Online technology services	45,000	One computer lab for K-1, 6th grade - NWEA MAP, State Testing, instruction
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 141,150</b>	

**FACILITY OPERATION & MAINTENANCE**

Insurance	1,600	During renovation and month of August
Janitorial Services	2,000	Month of August, plus make-ready clean up
Building and Land Rent / Lease	20,000	Making use of available space at PQC Mar-June, pay months of July-August
Repairs & Maintenance	-	
Security Services	-	
Utilities	5,000	July-August
Custom Facilities Operations #1	475,000	Rhoads Education Center renovation w/out MEP check as of 3/23/14
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 503,600</b>	

**RESERVES / CONTINGENCY**

<b>RESERVES / CONTINGENCY</b>	<b>37,993</b>	Cash flow adj. for Sept-Dec '15; \$41,200 front loaded tech/textbooks/manipulativ
<b>TOTAL EXPENSES</b>	<b>\$ 919,650</b>	
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ (915,572)</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>-</b>	None for Start-up
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ (915,572)</b>	

Total FSP from latest Summary of Finances (SOF)	\$	1,619,118	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	1,619,118	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
Payment	\$	134,387	
<b>Payment Schedule</b>			
<b>Payment Month</b>		<b>Remaining Payments</b>	<b>% of Unpaid Balance</b>
September		12	8.3%
October		11	9.1%
November		10	10.1%
December		9	11.1%
January		8	12.4%
February		7	14.4%
March		6	16.6%
April		5	19.9%
May		4	25.1%
June		3	33.2%
July		2	49.7%
August		1	100.0%
			\$ 1,619,118

3/25/2014 22:31

**Trinity Environmental Academy  
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**SUMMARY**

Total Revenue	4,078
Total Expenses	251,637
Net Operating Income (before Depreciation)	(247,559)
CASH FLOW ADJUSTMENTS	-
BEGINNING CASH BALANCE (cash and cash equivalents)	4,078
ENDING CASH BALANCE (cash and cash equivalents)	(243,481)

	-	-	-	-	-	-	4,078
	14,137	14,137	71,263	371,978	196,497	919,650	
	(14,137)	(14,137)	(71,263)	(371,978)	(196,497)	(919,650)	
	-	-	-	-	-	-	
	(243,481)	(257,619)	(271,756)	(343,020)	(714,997)	(911,494)	
	(257,619)	(271,756)	(343,020)	(714,997)	(911,494)		

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions and Variances

Enter the months period prior to opening day of school.

Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	TOTAL
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**REVENUE**

TOTAL STATE REVENUES	\$ -
TOTAL FEDERAL REVENUES	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ 4,078
TOTAL REVENUE	\$ 4,078

\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 4,078	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,078
\$ 4,078	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,078

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EXPENSES		(0)	(0)	(0)	(0)	(0)	(0)
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	5,833	5,833	5,833	5,833	5,833	5,833	35,000
Instructional Management	5,833	5,833	5,833	5,833	5,833	5,833	35,000
Deans, Directors & Coordinators	-	-	-	-	-	-	13,749
CFO / Director of Finance	-	-	5,000	5,000	5,000	5,000	15,000
Operation / Business Manager	-	-	-	-	5,625	5,625	14,250
Administrative Staff	-	-	-	-	2,666	2,666	5,332
Other - Administrative	-	-	-	-	4,583	4,583	9,166
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 11,667</b>	<b>\$ 11,667</b>	<b>\$ 21,350</b>	<b>\$ 21,350</b>	<b>\$ 34,124</b>	<b>\$ 34,124</b>	<b>\$ 124,497</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	-	-	-	-	-	57,117	57,117
Teachers - SPED	-	-	-	-	-	4,184	4,184
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	13,598	13,598
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 74,899</b>	<b>\$ 74,899</b>
<b>HIGH-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	2,781	2,781
Security	-	-	-	-	3,333	3,333	6,666
Other - Non-Instructional	-	-	-	-	-	2,779	2,779
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,333</b>	<b>\$ 8,893</b>	<b>\$ 12,236</b>
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 11,667</b>	<b>\$ 11,667</b>	<b>\$ 21,350</b>	<b>\$ 21,350</b>	<b>\$ 37,457</b>	<b>\$ 137,916</b>	<b>\$ 211,632</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Social Security	-	-	-	-	-	-	-
Medicare	189	189	308	308	543	1,710	3,069
State Unemployment	58	58	106	106	187	590	1,058
Worker's Compensation Insurance	35	35	64	64	112	354	634
Custom Other Tax #1	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-
Health Insurance	300	300	600	600	1,050	4,300	7,350
Dental Insurance	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-	-
Retirement Contribution	175	175	319	319	562	1,789	3,174
Custom Fringe #1	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 737</b>	<b>\$ 737</b>	<b>\$ 1,397</b>	<b>\$ 1,397</b>	<b>\$ 2,464</b>	<b>\$ 9,222</b>	<b>\$ 15,215</b>
<b>TOTAL PERSONNEL TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 12,404</b>	<b>\$ 12,404</b>	<b>\$ 22,647</b>	<b>\$ 22,647</b>	<b>\$ 39,911</b>	<b>\$ 127,137</b>	<b>\$ 226,907</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Services / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-
Environmental Based Education Development	-	-	-	-	10,000	-	10,000
Substitutes Services	-	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,000</b>	<b>\$ -</b>	<b>\$ 10,000</b>



**Trinity Environmental Academy**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

	Sep-15	1-Oct	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	TOTAL	CHECK vs. Budget (Must Be Zero)	Description of Assumptions and Variances
	147,880	158,604	149,805	148,170	147,243	159,556	147,757	157,729	149,113	147,853	147,851	149,473	1,811,090	0	
	169,578	163,703	141,903	143,237	150,837	146,137	142,737	142,737	144,237	147,812	154,212	150,713	1,797,841	0	
	(21,699)	(5,099)	7,902	4,933	(3,594)	13,419	5,020	14,992	4,876	41	(6,361)	(1,240)	13,188	(0)	
	21,699	5,099			3,594	-	-	-	-	-	6,361	1,240	37,993		We have \$41,200 of tech/textbooks/furniture front loaded
	(911,494)	(911,494)	(911,494)	(903,593)	(898,660)	(898,660)	(885,241)	(880,221)	(865,229)	(860,353)	(860,313)	(860,313)			
	(911,494)	(911,494)	(903,593)	(898,660)	(898,660)	(885,241)	(880,221)	(865,229)	(860,353)	(860,313)	(860,313)	(860,313)			
	\$ 134,387	\$ 135,111	\$ 136,312	\$ 134,677	\$ 133,750	\$ 136,063	\$ 134,264	\$ 134,236	\$ 135,620	\$ 134,360	\$ 134,358	\$ 135,980	\$ 1,619,118	0	
	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 13,493	\$ 161,912	(0)	Federal funding after snapshot data submitted last Fri of
	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 30,000	-	
	\$ 147,880	\$ 158,604	\$ 149,805	\$ 148,170	\$ 147,243	\$ 159,556	\$ 147,757	\$ 157,729	\$ 149,113	\$ 147,853	\$ 147,851	\$ 149,473	\$ 1,811,090	0	



5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	77,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 32,250	\$ 387,000

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37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	444,000
3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000
10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
367	367	367	367	367	367	367	367	367	367	367	367	367	4,400
\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 59,367	\$ 712,400

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2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	52,000
9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	116,000
\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,283	\$ 101,284	\$ 1,215,400

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1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	17,623
506	506	506	506	506	506	506	506	506	506	506	506	506	6,077
304	304	304	304	304	304	304	304	304	304	304	304	304	3,646
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,497	4,497	4,497	4,497	4,497	4,497	4,497	4,497	4,497	4,497	4,497	4,497	4,497	53,964
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,520	18,231
-	-	-	-	-	-	-	-	-	-	-	-	-	-
\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,295	\$ 8,296	\$ 99,841
\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,578	\$ 109,579	\$ 1,314,941

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500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,000	1,000	-	-	-	-	-	-	1,000	-	-	-	2,000	5,000
500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	10,000	-	-	10,000
750	750	750	750	750	750	750	750	750	750	-	-	750	7,500
-	-	-	-	-	-	-	-	-	-	-	-	-	-
\$ 4,000	\$ 12,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 4,000	\$ 2,250	\$ 12,250	\$ 5,000	\$ 57,500

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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.4. Budget Narrative

## **Attachment F.4 - Budget Narrative**

### **Description of Assumptions and Revenue Estimates**

#### **Revenue**

Total State Revenues – State revenue projections are based on daily student attendance rates as the school grows, Y1-Y5. Attendance rates are set at 80%. Population demographics suggest 86.5% F&RL, an ELL population of 3%, and a SpEd populations of 10.7% are conservative based on the demographic data of the area TriEA intends to serve. Four area ISD schools in the area average 96.5% F&RL and 15.7% SpEd.

Based on the 2008-2012 estimates according to the US Census Bureau for zip code 75241, the location for the proposed school, the median household income is \$28,896. Median income for households with children is \$23,534 with 3.41 members, where 45% are receiving public assistance and 52% are below federal poverty levels. 88% of the population is African American, 6% are Hispanic, and 5% is Caucasian. The number of school-aged children in the area is 8,640 with 99% being born in the US. Of the 17,500 eligible working adults aged 16 and older, 48.4% are employed, 6.7% are unemployed and 51.6% are not in the labor force. Of the 48.4% that are employed, 83% commute to work alone, 9.0% carpool, 5.4% take public transportation, 2.2% work at home, and 1% walk to work.

Total Federal Revenues – Federal revenue projections are based on Title I, II, III, and IDEA-B funding of 10% based on funds received by other charters serving similar populations. Variations will depend on the students that enroll and the services they require.

Total Local and Other Revenues – Projected fundraising ability of the school, SES Board, and community is estimated at \$30K and year, increased at a rate of 10% a year in an effort to improve our financial position each year.

Secured Funding and Donations – Efforts of the SES Board of Directors to solicit donations, grants, and philanthropic funding recently include:

1. Donations of legal services from In-Kind Legal and Gibson Dunn totaling around \$10,000 for the 501(c)(3), tax exemption, and MOU with Paul Quinn College. Navigating the real estate relationship between PQC and TriEA are scheduled for the fall pending charter award.
2. A donation of a 30,000 sqft building from PQC as incubator space to start the charter school on their campus, with plans to expand on their 144-acre campus in coming years. Renovations of the building will be completed through the fundraising efforts of the SES Board. The fundraising and building renovation in turn benefiting scholars through a negotiated lease agreement with PQC considerate of the investment, the details of which will be worked out at a later date. Those savings can be used on academic expenditures or accrue to support

- construction of a Primary building in Y4 if possible. The MOU with PQC is Attachment F.1.
3. The Letter of Inquiry to the Communities Foundation of Texas to be in the Giving Guide will be submitted on April 1<sup>st</sup>.
  4. TriEA has a Letter of Intent from a community member in the amount of \$3500.
  5. Through crowd funding, SES has raised \$1497.90 to pay for the 501(c)(3) tax-exempt status.

Unsecured/Anticipated Funding – Explanations of anticipated funding opportunities:

1. Members of the SES Board met with The Meadows Foundation on March 24<sup>th</sup> to discuss the proposed charter school and it's relationship with PQC. During this meeting, request for support of our mission with scholars and the environment piqued their interest as well as support for renovating the PQC Rhoads Education Center for scholars of this type of school. We have been invited to schedule a second meeting once it looks as if our charter is going to be approved.
2. There are several other local foundations whose mission's alignment matches that of TriEA. SES Board members are currently making connections to schedule meetings in the coming months before our July 2014 charter interviews.
3. Connections with AT&T regarding funding for the Trinity River Corridor Project and educational funding.
4. Application submittal for the NextGen Learning planning grant in January 2014. This was a pre-planning grant for \$10,000. SES did not receive this grant. Other opportunities for planning and start-up exist with NextGen in the future.
5. Public Charter School Start-up Grant application opportunity once TriEA is approved as a charter, the SES Board will make application. This will help offset zero-year planning, meet August 2015 salaries, meet technology needs for testing and instruction, provide textbooks in absence of IMA funding, furniture, etc. Being this is a competitive grant, there are no guarantees.

Y1 Lower Revenue Contingency Plan – If TriEA opens with less than expected enrollment based on our admissions numbers, we will first make every effort to reconnect with those families and ensure their attendance. If attendance does not improve before the local ISD opens, we will combine classes and reduce personnel. The second option, a more culture-friendly option, would be to apply for a short-term bank loan to cover budget short falls until attendance stabilizes.

Y1 Cash Flow Contingency Plan – Connecting with institutes that support local government funding with short-term loans to help offset the cash flow adjustments is the first course of action. Budgets at two area charter schools are based on attendance rates of 95% and 97%. If we calculate only a 90% attendance rate, the revenue increases \$169,354 in Y1. Divide that by 12 and we have an additional \$14,112 each month to help further offset initial cash flow adjustments.

## **Expenses**

**Personnel** – Administrative personnel needed to open the charter come in at \$387,000, representing 21.3% of the operating revenue in Y1. In Y2 administrative personnel costs remain steady at 21.3%, Y3 at 19.0%, Y4 at 16.1%, and Y5 at 14.2%. Teaching staff at \$714,200 in Y1 represent 39.3%, Y2 at 41%, Y3 at 42.2%, Y4 at 48%, Y5 at 48.4%. Non-instructional personnel at \$116,000 in Y1 represent 6.3%, Y2 at 5.5%, Y3 at 9.4%, Y4 at 8.6%, Y5 at 8.5%. Overall, total personnel costs including tax and benefit expenses as a percentage of the total revenue in Y1 is 72.5%, Y2 is 76.2%, Y3 is 76.1%, Y4 is 78.5%, Y5 at 76.6%.

**Payroll Taxes and Benefits** – TriEA will participate in the Teacher Retirement System, thus not contributing to social security for their employees. In Y1, this represents 7.5% of the total personnel costs. In Y5, this represents 7.1%. Prior to Y3, the SES Board will consider contributing more than the \$150 to the employees TRS Active Care 1 for employee only if the ADA is consistent and it is financially feasible to do so.

**Contracted Services** – Audit and legal services at \$14,000 in Y1 represent 24% of the contracted services budget in Y1, 13.1% in Y5. Nursing services at \$5000 per year represent professional services required to authorize immunization shots and ensure that TriEA scholars are meeting the requirements depending on grade level. Food Service/School Lunch of \$6000 in Y1 to \$10,080 in Y5 represent the reality of parents having the funds to pay at the reduced rate or if they don't qualify, paying at all. Until TriEA can apply for a Universal Feeding Program, we believe every child should eat no matter the ability to pay – particularly when in the area of Dallas we serve. Special Ed services start in Y1 at \$15,000 and Y5 at \$57,786 for speech therapy and diagnostic services. This may be a little conservative, but until the scholars attend we don't know what to expect. Additional funding may be made available depending on the level of services required to serve individual needs. Each year, TriEA will offer professional development relevant to our teaching model. Substitutes are paid \$75 per day, anticipating 100 days out in Y1, 337 days out in Y5.

**School Operations** – School operating costs in Y1 of \$151,200 represent 8.3% of the total budget, Y2 is at 7.9%, Y3 at 7.6%, Y4 at 7.8%, Y5 at 7.8%. The bulk of this covers upgrades to technology, strategically planned as old technology phases out. The remaining bulk supplements the IMA funding with instruction materials – workbooks, online subscriptions, student information systems, etc. Potential IMA funding is not accounted for in the Y1-Y5 budget since it is based on availability and differs year-to-year. Office expenses with copy leases, paper, general supplies, scholar travel, and teacher PD during the year make up the majority of the rest. TriEA will offer stipends to teachers and staff that run clubs, tutoring, or athletics for scholars. These vary based on time commitment, scholar interest, and need for academic improvement. School operations tends to be more flexible in it's use relative to all other expense categories, but it also can have a big impact on scholar enrichment. As our ADA levels out and is

consistently higher than 80%, offering more robust instructional tools and building opportunities outside of school will be the first priority.

Facility Operations and Maintenance – Facility costs in Y1 of \$174,200 represent 9.6% of the total budget, Y2 is at 5.9%, Y3 at 4.2%, Y4 at 6.0%, Y5 at 4.9%. This includes carrying building insurance at a rate of 4.2% of the potential lease amount of \$10,000 a month for a 30,000 sqft building. The lease is based on 8% of the Y1 revenues or \$4.00 per sqft for they year, being negotiated as we get closer to charter approval after having a clearer understanding of renovation costs and terms considerate of that investment. Janitorial costs are based on using only the first floor in Y1 at 15,000 x \$.07 per sqft, scaling up from there as the building becomes fully occupied. Repairs and maintenance of a building not owned by TriEA were estimated at \$500 per month. Security monitoring services of \$100 per month were estimated based on budgets of similar sized buildings. Utility costs of \$2,500 per month are based on an industry standard of \$1.00 per sqft average per year including direct energy cost, transmission services, and peak demand charges. Overall the facility costs are relatively low. This is attributed to the fact that the SES Board is responsible for getting the building in scholar ready condition. Since the building roof and mechanical systems have not been used in years and have never been upgraded since the 1960’s, there is a lot of fundraising needed to bring this building online. Having front-loaded those costs with philanthropic support and grants, it’s the scholars who will benefit allowing us in the early years to really be creative in how we allocate funds towards scholar learning while also planning for a new Primary in Y4.

### **Reserves / Contingencies**

In an effort to hold 7-10% in reserves each year based of Total Revenue: Y1 is at 5.6%; Y2 at 6.0%; Y3 at 6.2%; Y4 at 5.4%; Y5 at 6.6%. Over the 5-year period, that averages to 6.0% in reserves for yearly audit and adjustments at settle-up as required. Budgets at two area charter schools are based on attendance rates each year of 95% and 97%. As TriEA’s WADA is consistent and reliable, holding the correct amount of reserves is expected.

### **Depreciation and Amortization**

TriEA has not calculated any depreciation, considering purchases of equipment and computers as expenses incurred during the year purchased. There are no buildings or large assets where TriEA would benefit from depreciating costs at this time.

### **Start-up Budget**

Start-up Personnel – A part of the start-up expenses come from zero-year planning for the CEO and CAO, but also in paying the salaries of additional leaders starting in June and for all employees in August. Since state funding is not received until September, the SES Board is responsible for seeking the funding to run the school in its first month of

operation. Efforts to fund zero-year planning and first month of school operations are listed above.

Start-up School Operations – The majority of costs associated in school operations are from technology and instructional materials. All staff require laptops merely as a business function and the scholars need textbooks, workbooks, manipulatives, and visual/textural support to learn. Additionally, with NWAE MAP testing, classroom computers (or computer lab) are required to get the 24-hour turnaround in results for quick data analysis and impact on teaching and scholar achievement. The supporting networking and communication infrastructure is included in the renovation budget submitted in Attachment F.1. The remaining costs are for basic scholar desks, seating, and remaining furniture needs to operate efficiently.

Start-up Facility Operations – The SES Board is charged with raising the money to make the Rhoads Education Center ready. This represents more than half of the start-up budget. Further details on the fundraising efforts are listed above.

Start-up Contingency/Reserves – Considering a large part of a charter school’s operating budget is typically spent in the first few months of school opening, this represents a challenge since the state allocation is evenly distributed beginning in September through August to match it’s fiscal year planning. This is only an issue at start-up. For TriEA, this presents a cash flow adjustment of \$67,430 that has been addressed above. If the start-up budget fundraising secures funding for laptops, scholar computers, textbooks, and furniture – then those costs, which are currently front-loaded in the Y1 budget, can shift to the end of the year to help acquire those items needed for Y2. IMA funds received after October’s PEIMS snapshot will also help in the support of providing instructional materials for scholars in Y1 and Y2. IMA funds are not accounted for in the start-up or Y1-Y5 operating budgets.



# Pledge Form



## Trinity Environmental Academy

An SES school of Science and Engineering

### Donor Information (please print or type)

Name

Billing address

City, ST Zip Code

Phone 1 | Phone 2

Fax | Email

### Pledge Information

I (we) pledge a total of \$ 3500 to be paid:  now  monthly  quarterly  yearly  upon award of the charter.

I (we) plan to make this contribution in the form of:  cash  check  credit card  other.

Credit card type | Exp. date

Credit card number

Authorized signature

Gift will be matched by (company/family/foundation)

form enclosed  form will be forwarded

### Acknowledgement Information

Please use the following name(s) in all acknowledgements:

I (we) wish to have our gift remain anonymous.

2-11-14

Date

Please make checks, corporate matches, or other gifts payable to:

Sustainable Education Solutions  
PO Box 570975  
Dallas, TX 75357

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.1. Board Policies

## Attachment G.1

At this time, Sustainable Education Solutions does not have any additional governing documents or board policies adopted beyond the eligibility documents provided in Attachment E.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.2. Organization Charts



sustainable-education solutions

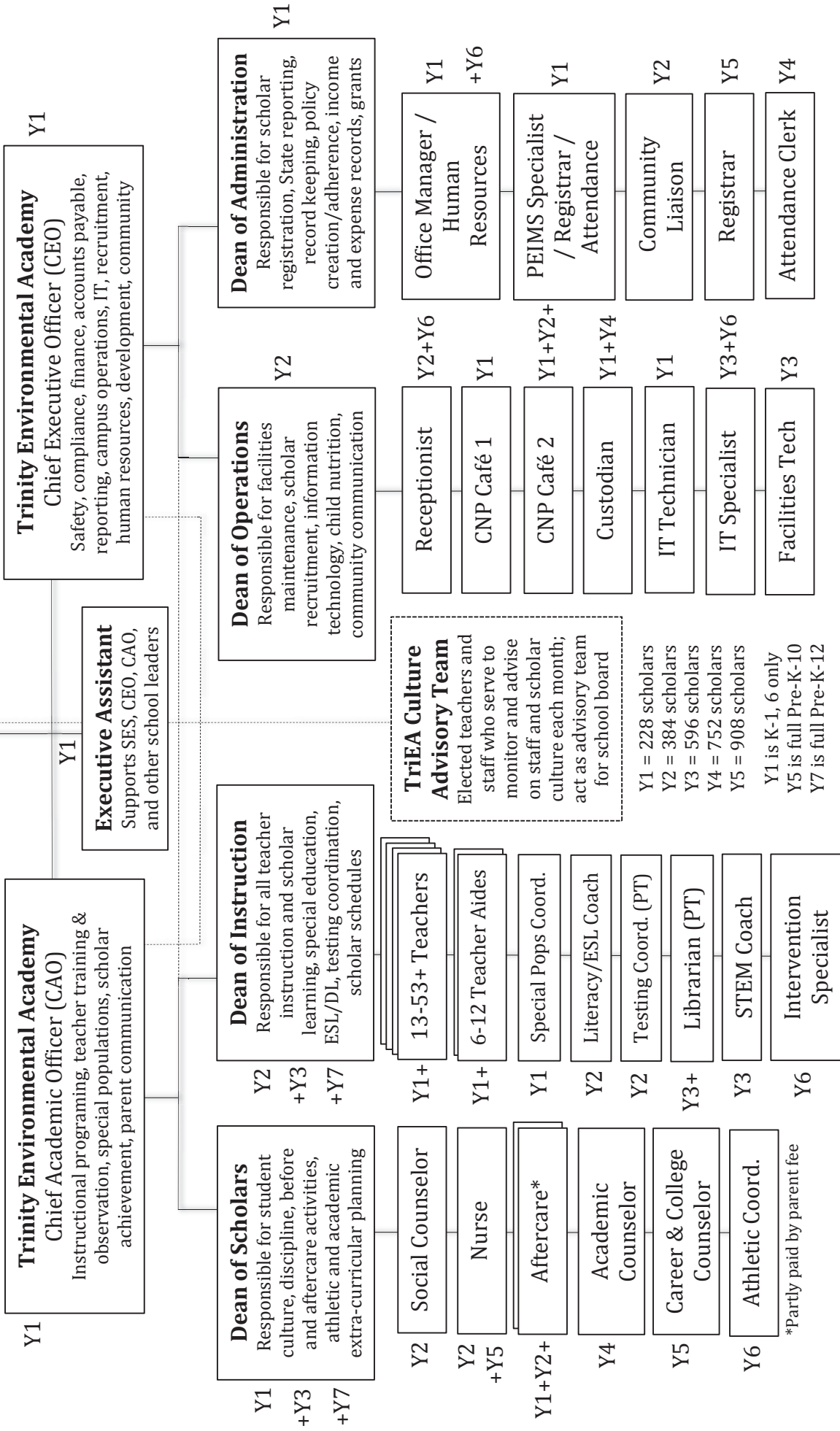
# Trinity Environmental Academy

An SES school of Science and Engineering

## Organization Chart, Years 1-7

Sustainable Education Solutions (SES) and Trinity Environmental Academy (TriEA)

**Sustainable Education Solutions**  
TriEA Sponsoring Entity with Board of Directors  
President, Vice President, Secretary, and Treasurer



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.3. Ethics and COI Policies

## Proposed Code of Ethics

The Board of Directors of Sustainable Education Solutions recognizes that they hold authority as members of the governing body, not as individuals and acknowledges its role in oversight of public education. As a statement of our philosophy of service to Trinity Environmental Academy, we propose the following Code of Ethics.

Board members will:

- Recognize that the Board's function is to support the mission of Trinity Environmental Academy and act in the best interest of the students it serves,
- Strive to maintain balance between fiscal responsibility and accountability for results,
- Enforce and uphold applicable federal and state laws and local ordinances,
- Uphold and promote policies of the Board,
- Develop and maintain a school that meets the needs of all children,
- Respect the confidentiality of information that is privileged, including all non-public session discussions,
- Avoid being placed in a position of conflict of interest,
- Devote time, thought, and study to the duties and responsibilities of a board member so that effective and credible service may be rendered,
- Respect and encourage the expression of opinion by all Board members; hear fairly individual opinions and work in a spirit of harmony despite differences,
- Attend meetings faithfully, participate fully and espouse a duty of loyalty to the Board and Trinity Environmental Academy.

## Annex A

### **Sustainable Education Solutions Conflict of Interest Policy**

#### **Article I**

##### **Purpose**

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### **Article II**

##### **Definitions**

###### **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. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

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

#### **Article III**

##### **Procedures**

###### **1. 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.

###### **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. 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 Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

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

or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.



#### **4. Violations of the Conflicts of Interest Policy**

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with 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**

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI 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
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **Article VII Periodic Reviews**

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

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### **Article VIII Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use

outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.1. Calendar and Schedule

# June 2015

May '15							July '15							August '15							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2				1	2	3	4	2	3	4	5	6	7	8	
3	4	5	6	7	8	9	5	6	7	8	9	10	11	9	10	11	12	13	14	15	
10	11	12	13	14	15	16	12	13	14	15	16	17	18	16	17	18	19	20	21	22	
17	18	19	20	21	22	23	19	20	21	22	23	24	25	23	24	25	26	27	28	29	
24	25	26	27	28	29	30	26	27	28	29	30	31	30	31							
31																					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Flag Day	16	17	18 Ramadan begins	19	20
21	22 Father's Day June Solstice	23	24	25	26	27
28	29	30				
		Notes				

# July 2015

**June '15**

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				

**August '15**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**September '15**

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		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b> Independence Day
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b> Parents' Day	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	
		All School Year Staff Start	New Teacher Orientation			
		Notes	New Teacher Orientation is for new to TriEA			

# August 2015

July '15							September '15							October '15							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5						1	2	3
5	6	7	8	9	10	11	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
26	27	28	29	30	31		27	28	29	30			25	26	27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						<b>1</b>
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
		All Teacher/Staff In-Service		Day 1 First Day of School		
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
			Wednesday Early Release			
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
			Aviation Day Wednesday Early Release			
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
			Wednesday Early Release		Progress Reports	
<b>30</b>	<b>31</b>	Day 18				
		Notes for 2015/2016 SY 36 Wed. Early Releases/Staff PD (PS 5.5, MS 6 hrs instruction, 30 min lunch) 8 Quarter End Early Release/Staff PD (PS 4, MS 4.5 hrs instruction, 30 min lunch) 8 Progress Report notifications 4 Report Card notifications 2 Parent Conference Nights				All Staff Pre-Service and In-Service PD 180 Scholar Days 8 In-Service Days for all Staff/Teachers 4 In-Service for Teachers new to TriEA 188 School Year Teacher/Staff Days - Returning 192 School Year Teacher/Staff Days - New

# September 2015

August '15							October '15							November '15						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1								1	2	3	4	5	6	7
2	3	4	5	6	7	8	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	25	26	27	28	29	30	31	29	30					
30	31																			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Day 19	2 Wednesday Early Release	3	4	5
6	7 Labor Day Holiday, No School	8 Scholar Holiday Staff In-Service	9 Wednesday Early Release	10	11 Patriot Day	12
13 Grandparents Day	14 Rosh Hashanah	15	16 Wednesday Early Release	17	18 Progress Reports	19
20	21	22	23 Autumnal equinox Yom Kippur Wednesday Early Release	24	25	26
27	28	29	30 Day 38 Wednesday Early Release			
		Notes				Early Release = 4 hours instruction, 30 min lunch

# October 2015

**September '15**

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			

**November '15**

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		

**December '15**

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	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				<b>1</b> Day 39	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b> Wednesday Early Release	<b>8</b>	<b>9</b> Day 45 End of Q1 Early Release	<b>10</b>
<b>11</b>	<b>12</b> Columbus Day Holiday, No School	<b>13</b> Scholar Holiday Staff In-Service	<b>14</b> Wednesday Early Release	<b>15</b>	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b> Report Card Night Parent Conferences	<b>21</b> Report Card Night Parent Conferences Wednesday Early Release	<b>22</b> Report Card Night Parent Conferences	<b>23</b>	<b>24</b> United Nations Day
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b> Wednesday Early Release	<b>29</b>	<b>30</b> Day 58 Progress Reports	<b>31</b> Halloween
		Notes				Early Release = 4 hours instruction, 30 min lunch



# November 2015

October '15							December '15							January '16						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3			1	2	3	4	5							
4	5	6	7	8	9	10	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	27	28	29	30	31	24	25	26	27	28	29	30		
													31							

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>1</b> Daylight Saving	<b>2</b> Day 59	<b>3</b>	<b>4</b> Wednesday Early Release	<b>5</b>	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> Veterans Day Wednesday Early Release	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b> Wednesday Early Release	<b>19</b>	<b>20</b> Day 73 Progress Reports	<b>21</b>
<b>22</b>	<b>23</b> Thanksgiving Break	<b>24</b> Thanksgiving Break	<b>25</b> Thanksgiving Break	<b>26</b> Thanksgiving Day Thanksgiving Break	<b>27</b> Thanksgiving Break	<b>28</b>
<b>29</b>	<b>30</b> Day 74					
		Notes				

Early Release = 4 hours instruction, 30 min lunch

# December 2015

**November '15**

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					

**January '16**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**February '16**

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				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b> Day 75	<b>2</b> Wednesday Early Release	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b> Chanukkah	<b>8</b>	<b>9</b> Wednesday Early Release	<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b> Early Release	<b>17</b> Early Release	<b>18</b> Day 88 End of Q2 Early Release	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b> Dec. Solstice	<b>23</b>	<b>24</b> Christmas Eve	<b>25</b> Christmas Day	<b>26</b> Kwanzaa begins
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b> New Year's Eve		
		Notes				Early Release = 4 hours instruction, 30 min lunch

# January 2016

December '15							February '16							March '16						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5			
6	7	8	9	10	11	12	7	8	9	10	11	12	13	6	7	8	9	10	11	12
13	14	15	16	17	18	19	14	15	16	17	18	19	20	13	14	15	16	17	18	19
20	21	22	23	24	25	26	21	22	23	24	25	26	27	20	21	22	23	24	25	26
27	28	29	30	31			28	29					27	28	29	30	31			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4	5	6	7	8	9
	Scholar Holiday Staff In-Service	Day 89 Start of Q3	Wednesday Early Release			
10	11	12	13	14	15	16
			Wednesday Early Release			
17	18	19	20	21	22	23
	ML King Day Holiday, No School		Wednesday Early Release	Day 100	Progress Reports	
24	25	26	27	28	29	30
			Wednesday Early Release		Day 106	
31		Notes				
						Early Release = 4 hours instruction, 30 min lunch

# February 2016

January '16

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

March '16

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '16

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>1</b> Day 107	<b>2</b> Groundhog Day	<b>3</b> Wednesday Early Release	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b> Chinese New Year	<b>9</b>	<b>10</b> Wednesday Early Release	<b>11</b>	<b>12</b> Lincoln's B-Day	<b>13</b>
<b>14</b> Valentines Day	<b>15</b> Presidents' Day Holiday, No School	<b>16</b> Day 117	<b>17</b> Wednesday Early Release	<b>18</b>	<b>19</b> Progress Reports	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b> Wednesday Early Release	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b> Day 126					
		Notes				
						Early Release = 4 hours instruction, 30 min lunch

# March 2016

February '16							April '16							May '16						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		3	4	5	6	7	8	9	1	2	3	4	5	6	7
7	8	9	10	11	12	13	10	11	12	13	14	15	16	8	9	10	11	12	13	14
14	15	16	17	18	19	20	17	18	19	20	21	22	23	15	16	17	18	19	20	21
21	22	23	24	25	26	27	24	25	26	27	28	29	30	22	23	24	25	26	27	28
28	29												29	30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b> Day 127	<b>2</b> Wednesday Early Release	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b> Wednesday Early Release	<b>10</b> Day 134 End of Q3 Early Release	<b>11</b> Scholar Holiday Teacher In-Service	<b>12</b>
<b>13</b> Daylight Saving	<b>14</b> Spring Break	<b>15</b> Spring Break	<b>16</b> Spring Break	<b>17</b> St. Patrick's Day Spring Break	<b>18</b> Spring Break	<b>19</b>
<b>20</b> Vernal equinox	<b>21</b>	<b>22</b> Report Card Night Parent Conferences	<b>23</b> Report Card Night Parent Conferences Wednesday Early Release	<b>24</b> Day 138 Report Card Night Parent Conferences	<b>25</b> Good Friday Holiday, No School (Bad Weather Make-up Day)	<b>26</b>
<b>27</b> Easter	<b>28</b>	<b>29</b>	<b>30</b> Wednesday Early Release	<b>31</b> Day 142		
		Notes				Early Release = 4 hours instruction, 30 min lunch

# April 2016

**March '16**

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		

**May '16**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**June '16**

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		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					<b>1</b> April Fool's Day	<b>2</b>
<b>3</b>	<b>4</b> Day 144	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b> Progress Reports	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b> Wednesday Early Release	<b>14</b>	<b>15</b> Taxes Due	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b> Wednesday Early Release	<b>21</b> Day 157	<b>22</b> Earth Day Holiday, No School	<b>23</b> Passover
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b> Admin Assist Day Wednesday Early Release	<b>28</b>	<b>29</b> Day 162 Progress Reports	<b>30</b>
		Notes				Early Release = 4 hours instruction, 30 min lunch

# May 2016

April '16							June '16							July '16									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2						1	2	3	4							1	2
3	4	5	6	7	8	9	5	6	7	8	9	10	11	3	4	5	6	7	8	9			
10	11	12	13	14	15	16	12	13	14	15	16	17	18	10	11	12	13	14	15	16			
17	18	19	20	21	22	23	19	20	21	22	23	24	25	17	18	19	20	21	22	23			
24	25	26	27	28	29	30	26	27	28	29	30		24	25	26	27	28	29	30				
																				31			

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>1</b>		<b>2</b> Day 163	<b>3</b>	<b>4</b> Wednesday Early Release	<b>5</b>	<b>6</b>	<b>7</b>
<b>8</b>	Mother's Day	<b>9</b>	<b>10</b>	<b>11</b> Wednesday Early Release	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>		<b>16</b>	<b>17</b>	<b>18</b> Wednesday Early Release	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>		<b>23</b> Early Release	<b>24</b> Early Release	<b>25</b> Day 180 Last Day of School End of Q4 Early Release	<b>26</b> Staff In-Service School Year Staff Last Day (Bad Weather Make-up Day)	<b>27</b>	<b>28</b>
<b>29</b>		<b>30</b> Memorial Day Holiday, No School	<b>31</b>				
			Notes				180 Scholar Days 8 In-Service Days 4 In-Service for Teachers new to TriEA 188 School Year Teacher/Staff Days - Returning 192 School Year Teacher/Staff Days - New Early Release = 4 hours instruction, 30 min lunch

# June 2016

May '16							July '16							August '16						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	3	4	5	6	7	8	9	1	2	3	4	5	6	
8	9	10	11	12	13	14	10	11	12	13	14	15	16	7	8	9	10	11	12	13
15	16	17	18	19	20	21	17	18	19	20	21	22	23	14	15	16	17	18	19	20
22	23	24	25	26	27	28	24	25	26	27	28	29	30	21	22	23	24	25	26	27
29	30	31					31							28	29	30	31			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5	6 Ramadan begins Summer Sessions Begin	7	8	9	10	11
12	13	14 Flag Day	15	16	17	18
19 Father's Day	20 June Solstice	21	22	23	24	25
26	27	28	29	30		
		Notes				



Primary Courses

	<b>Kinder</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<b>Math</b>	Math	Math	Math	Math	Math	Math

<b>Science</b>	Science	Science	Science	Science	Science	Science
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<b>English</b>	Language Arts and Reading	Language Arts and Reading	Language Arts and Reading	Language Arts and Reading	Language Arts and Reading	Language Arts and Reading
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<b>Humanities</b>	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
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<b>Foreign Language</b>	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
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<b>Fine Arts</b>	Music	Music	Music	Music	Music	Music
	Art	Art	Theater	Art	Theater	Art

<b>Engineering</b>	Technology Applications	Technology Applications	Technology Applications	Technology Applications	Technology Applications	Technology Applications
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<b>PE</b>	PE	PE	PE	PE	PE	PE
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<b>Recess</b>	Recess	Recess	Recess	Recess	Recess	Recess
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Primary Course Schedule

Kindergarten			
	KA	KB	KC
8:00a	Morning Routine (5 min)	Morning Routine (5 min)	Morning Routine (5 min)
0			
1	Breakfast (30 min)	Breakfast (30 min)	Breakfast (30 min)
2	Journal, Review, Calendar, Weather, Agenda (15 min)	Journal, Review, Calendar, Weather, Agenda (15 min)	Journal, Review, Calendar, Weather, Agenda (15 min)
3	Language Arts and Reading Instruction (90 min)	Language Arts and Reading Instruction (90 min)	Language Arts and Reading Instruction (90 min)
4	Lunch/Recess (45 min)	Lunch/Recess (45 min)	Lunch/Recess (45 min)
5	Authentic Play Centers (25 min) Built around inquiry and discovery	Authentic Play Centers (25 min) Built around inquiry and discovery	Authentic Play Centers (25 min) Built around inquiry and discovery
6	Mathematics Instruction (60 min)	Music, Art, Technology Applications, Spanish, or PE (45 min)	Music, Art, Technology Applications, Spanish, or PE (45 min)
7	Music, Art, Technology Applications, Spanish, or PE (45 min)	Mathematics Instruction (60 min)	Mathematics Instruction (60 min)
8	Outdoor Environmental Emergence; snack time (125 min) Integrates science and social studies	Outdoor Environmental Emergence; snack time (125 min) Integrates science and social studies	Outdoor Environmental Emergence; snack time (125 min) Integrates science and social studies
	440 min = 7 hours 20 min		
3:20p			

Primary Course Schedule

1st Grade			
	1A	1B	1C
8:00a	Morning Routine (5 min)	Morning Routine (5 min)	Morning Routine (5 min)
0			
1	Breakfast (30 min)	Breakfast (30 min)	Breakfast (30 min)
2	Journal, Review, Calendar, Weather, Agenda (15 min)	Journal, Review, Calendar, Weather, Agenda (15 min)	Journal, Review, Calendar, Weather, Agenda (15 min)
3	Language Arts and Reading Instruction (90 min)	Language Arts and Reading Instruction (90 min)	Language Arts and Reading Instruction (90 min)
4	Mathematics Instruction (60 min)	Music, Art, Technology Applications, Spanish, or PE (45 min)	Music, Art, Technology Applications, Spanish, or PE (45 min)
5	Lunch/Recess (45 min)	Lunch/Recess (45 min)	Lunch/Recess (45 min)
6	Outdoor Environmental Emergence; snack time (125 min) Integrates science and social studies	Outdoor Environmental Emergence; snack time (125 min) Integrates science and social studies	Outdoor Environmental Emergence; snack time (125 min) Integrates science and social studies
7	Authentic Play Centers (25 min) Built around inquiry and discovery	Authentic Play Centers (25 min) Built around inquiry and discovery	Mathematics Instruction (60 min)
8	Music, Art, Technology Applications, Spanish, or PE (45 min)	Mathematics Instruction (60 min)	Authentic Play Centers (25 min) Built around inquiry and discovery
3:20p			

Middle School Courses

	6th Grade	7th Grade	8th Grade
Math	Math 6	Math 7	Math 8
		Pre-Algebra	Algebra I

Science	Science 6	Science 7	Science 8
			IPC

English	English 6	English 7	English 8

Humanities	World Geography	Texas History	US History

Foreign Language	Latin I	Latin II	Spanish I
			Spanish I for Native Speakers

Fine Arts	Music	Music	Music
	Art	Art	Theater

Engineering	Machines	Robotics	Environmental Engineering
	Structures	Engineering Design	Sound Engineering
	Power	Rocketry	Biomedical Engineering

PE	PE	PE	PE
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ELA Workshop	Writing/Reading	Writing/Reading	Writing/Reading
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Themed by year

**Infinity Project**

**Engineering for Today’s Intermediate School** provides the complete solution for introducing STEM into the classroom. Designed for students in 6th – 9th grade, this program provides 39 weeks of curriculum that reinforces math and science through electrical, mechanical, civil, environmental, and biomedical engineering. Activities are centered on twelve modules that may be grouped together and offered as a standalone course or incorporated into existing math, science, or technology classes.

Middle School Schedule - Y1

6th Grade					
6A		6B		6C	
A Day	B Day	A Day	B Day	A Day	B Day
Huddle	Huddle	Huddle	Huddle	Huddle	Huddle
English	English	Engineering	Music	Math	Math
Teacher A	Teacher A	Teacher C	Teacher E	Teacher B	Teacher B
Latin 1	ELA Wksp	History	History	Science	Science
Teacher A	Teacher A	Teacher D	Teacher D	Teacher C	Teacher C
History	History	PE	Math Lab	English	English
Teacher D	Teacher D	Teacher B	Teacher B	Teacher A	Teacher A
Lunch	Lunch	Lunch	Advisory	Advisory	Advisory
			Teacher C	Teacher D	Teacher D
Advisory	Advisory	Advisory	Lunch	Lunch	Lunch
Teacher D	Teacher D	Teacher C			
Engineering	Music	Math	Math	Latin 1	ELA Wksp
Teacher C	Teacher E	Teacher B	Teacher B	Teacher A	Teacher A
PE	Math Lab	Science	Science	History	History
Teacher B	Teacher B	Teacher C	Teacher C	Teacher D	Teacher D
Math	Math	English	English	Engineering	Music
Teacher B	Teacher B	Teacher A	Teacher A	Teacher C	Teacher E
Science	Science	Latin 1	ELA Wksp	PE	Math Lab
Teacher C	Teacher C	Teacher A	Teacher A	Teacher B	Teacher B

8 x 55 min classes = 440 min  
 8 x 2 min transitions = 16 min  
 Huddle = 11 min  
 (30 min lunch, advisory 25 min)  
 Total time = 467 min; 7 hrs 47 min  
 Transition out = 3 min

Teacher A            English/Latin/Writing  
 Teacher B            Math/Math Lab/PE  
 Teacher C            Science/Engineering/Advisory  
 Teacher D            History/Advisory/PE & Advisory Planning  
 Teacher E            Music (PT)

**2 TA's**  
 Science/Engineering  
 ELA/Writing

High School Courses

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Math</b>	Algebra II	Geometry	Statistics	PreCalculus
	Algebra II Pre-AP	Geometry Pre-AP	PreCalculus	Calculus AB
	Algebra I	Algebra II	Geometry	Calculus BC
				Statistics
				Statistics AP

<b>Science</b>	Biology	Physics	Chemistry	Environmental Systems
	Biology Pre-AP	Physics Pre-AP	Chemistry Pre-AP	Environmental Science AP
				Pending HB 5 Ruling

<b>English</b>	English I Pre-AP	English II Pre-AP	English III	English IV
			Language AP	Literature AP
			Research Methods in the Humanities	

<b>Humanities</b>	Human Geography AP	World History AP	US History AP	US Government AP
	World Geography Pre-AP	World History Pre-AP	US History	US Government
				Macroeconomics AP
				Economics

<b>Foreign Language</b>	Spanish II	Spanish III	Spanish IV AP	Spanish V AP
	Spanish II for Native Speakers	Spanish III for Native Speakers		

<b>Elective</b>	Art I	Art II	Art II	AP Art
	Music I		Art II Pre-AP	Journalism
				Music II

<b>CTE Strand(s)</b>	Pending HB 5 Ruling	Pending HB 5 Ruling	Pending HB 5 Ruling	Pending HB 5 Ruling
	World Health Research (0.5)		(Junior Global Project)	(Senior Career Capstone)

<b>PE</b>	PE (0.5)	PE		
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	9th Grade	10th Grade	11th Grade	12th Grade
<b>Speech</b>				Professional Communication (0.5)
<b>Writing</b>	Literary Genres (0.5)	Creative Writing	Scientific and Research Writing	Practical Writing (0.5)

Course sequenced after last Foreign Language

### Infinity Project - High School and Early College

**Engineering Design** is appropriate for high school students that have completed Algebra II and at least one science course or early college students. The program provides 57 weeks of curriculum focused on the disciplines of electrical, mechanical, biomedical, and environmental engineering. Activities are centered on four modules containing several hands-on engineering design projects that help students think and act like real engineers. Modules may be grouped together and taught as a standalone course or incorporated into existing STEM classes. Students are exposed to new and relevant applications of math, science, and technology through the following modules:

**Engineering Our Digital Future** – explores the fundamentals of engineering and technology in the information and communications age.

**The Challenge of Roving Callisto** – focuses on engineering principals necessary to create & design a robot to roam the surface of one of Jupiter’s moons.

**Engineering Earth** – utilizes science, technology, and math to support human needs and develop ecological solutions.

**The Human Machine** – links biology, physics, chemistry, and math together to investigate and improve the human condition.

**Engineering Math** is designed for high school students that have completed Algebra II. The program provides 36 weeks of curriculum focused on the application of math to engineering concepts. Students utilize a variety of mathematical methods and models to represent and analyze engineering problems.

## High School Schedule

To be Developed, Y4 is first year of HS scholars.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.2. Admission and Enrollment

## **Attachment O.2 – Trinity Environmental Academy’s Admissions and Enrollment Policy**

This document is TriEA’s procedures on Admissions and Enrollment and will be used to guide the development of a future Board Policy.

### **Geographic Boundaries**

The proposed school, Trinity Environmental Academy, will be located within the Dallas ISD area. The ideal location will be in or around The Great Trinity Forest, however anywhere immediately east or west of downtown Dallas or anywhere south of I-30 would be considered as an appropriate incubator space for our school. Following the Mayor’s Grow South Initiative, we would like to be located south of I-30, west of I-45, east of I-35, and north of I-20.

To take advantage of parent commutes into downtown Dallas and existing public transportation, we will accept students from the following school districts as our primary geographic boundaries: Dallas ISD, Desoto ISD, and Lancaster ISD.

Secondary geographic boundaries would consist of the following districts: Garland, Cedar Hill, Seagoville, Desoto, Duncanville, Mesquite, Grand Prairie, Arlington, Irving, and Red Oak.

We will not have a transfer policy since all likely participants come from the surrounding cities listed above. If there is a spot open in any particular grade level, scholars will be selected from the lottery for those who reside in the primary boundaries of the districts listed above. If the lottery list is exhausted, it will be first come first serve from the secondary boundaries.

### **Eligibility and Lottery**

The period during which TriEA will accept applications for new scholars will be February 1<sup>st</sup> through March 15<sup>th</sup> of any given year.

The CEO and CAO will determine the number of scholars admitted per grade level with acknowledgement from the sponsoring entity’s Board of Directors President.

If the grade level admitted list is not full by March 15<sup>th</sup>, it will be first come, first served until the grade level is full. All others will be put on a first come, first served wait list until a spot becomes available.

In the event that a class is oversubscribed, all scholars who apply by the March 15<sup>th</sup> deadline will be included in the lottery drawing. Using a digital lottery system and including at a minimum a board member, school leader, teacher, and at least one (1) parent, the school will hold a public lottery drawing assigning an ordered number to each name drawn. Beyond the order assigned, the following represents the one special condition that could move a scholar from the waiting list onto the admitted list or exempt them from the lottery:

1. A scholar has a sibling who has a lottery placement number that will admit the scholar into school during the next school year. This would allow their sibling(s) admittance as well, placing them onto their respective grade level admittance list. If this occurs towards the end of the lottery drawing, it could oversubscribe a class by one student if their grade level

has already been drawn.

All notices will be posted at a designated location and mailed to the parents with a response deadline of April 30<sup>th</sup> to secure their spot. If a notice to secure is not received by the school via mail, phone call, or e-mail – a parent could lose their scholars lottery spot if they show up on the first day of school. TriEA intends to have all of next year’s “scholar openings” filled by the end of the current school year and will move in order down the waiting list letting other parents know they may have secured a spot for the next school year and request them to contact the school as soon as practical.

Trinity Environmental Academy would like to reserve the right to move their lottery dates to fit the need of the community in which they serve depending on competition or timing.

The categories of applicants exempt from the lottery are as follows as long as they only represent a small percentage of enrollment:

1. Returning students currently enrolled before March 15<sup>th</sup>.
2. Siblings of currently enrolled scholars before March 15<sup>th</sup>.
3. Children of part and full-time employees, founders, or sponsoring entity board.
4. Children of part and full-time employees of the work site charter school should it be a school within a school situation.

An admissions application for enrollment is required for all scholars who want to attend, even if they are exempt from the lottery or not.

### **Admissions and Enrollment**

An admissions waiting list will be utilized to track and later admit lottery applicants that did not get a spot on the official admissions list for each grade level in the coming school year. This waiting list will later include those scholars that apply after the deadline on a first come, first served basis after those who applied during the lottery window. Should this waiting list be exhausted, TriEA will admit scholars as they apply.

We will be using an admissions waiting list to capture all applicants should a spot open up before or during the school year on a first come, first served basis. Any applicant that applies will be placed at the bottom of the application waitlist and only notified if all other applicants before them have either, verbally or in writing, notified TriEA that they will not be attending and therefore are giving up their spot.

When attempting to fill empty spots in a grade level outside of the lottery drawing, parents will be given one written notification to the address listed, one e-mail at the address listed, and two telephone calls at all numbers provided. If there is no response within 5 calendar days, TriEA will consider them as non-respondents and they may lose their spot. After losing a spot, all applicants will be required to apply again if they want to attend Trinity Environmental Academy.

## **Non-discrimination Policy**

Our sponsoring entity, Sustainable Education Solutions, or any charter school governed by them will not discriminate against any full or part-time employee, contractor, vendor, family, or scholar based on gender, sexual orientation or gender identity, national origin, ethnicity, religion, disability, academic or artistic ability, or the district the a scholar would otherwise attend.

## **Specialization for the Arts**

Trinity Environmental Academy will not specialize in performing arts by where a scholar is required to perform for admission into the school.

## **Enrollment Policy**

Trinity Environmental Academy will operate in accordance with TEC, §12.111(6), under Subchapter A, Chapter 37.

To be clear, the definitions for applying and attending TriEA are:

1. **Application:** A short form for qualification in the lottery process based on geographic boundaries and grade placement.
2. **Admissions:** After receiving a lottery placement notice, a full complete applicant history to include (but not limited to) proof of scholar identity, medical/immunization records, and behavioral history/discipline records. Official school records requests will be made during this time.
3. **Enrollment:** After a review of a completed applicant history with regards to identity, immunizations, and discipline records – allowing only an existing discipline record be the factor that could stall the enrollment process.

All scholars are encouraged to apply to Trinity Environmental Academy. We believe that all scholars, no matter their past behaviors, are capable of excelling in our school environment. However, should a scholar have an existing school disciplinary record, history of criminal offense, or juvenile court adjudication record, those records are necessary for review before formal admission can be offered if positively indicated in the admissions application. If the parent omits this information or falsifies the application, the scholar can suffer consequences up to and including expulsion anytime during their enrollment at TriEA. Should it be determined that a scholar requires additional behavioral resources that the school cannot supply, the school can reject the scholar's application only after a formal meeting with the parents, scholar, and the school leadership is conducted and documented. This is done for the benefit of the scholar and hearing their side of the situation. We believe all scholars can thrive in the environment we are creating, therefor all behavior history applicants will be given a fair chance to state their case should it be warranted.

In accordance with TEC, §12.131, Trinity Environmental Academy will adopt a code of conduct found in the Discipline Policy, **Attachment O.3**.

## Application Information

In accordance with TEC, §25.001, Trinity Environmental Academy will adopt an Admissions and Enrollment policy that meets these requirements. During the application for lottery, a parent will supply the following information:

- Parent name, physical and mailing addresses, phone numbers, and an e-mail address.
- Scholar name, birthdate, current school where enrolled, current grade level, and grade level applying for which they are applying.

Eligibility for admissions will be based on parent or previous school providing:

- Proof of residency in TriEA's geographic boundaries using a valid driver's license, passport, or utility bill in the name of the parent or guardian enrolling the scholar.
- Discipline records from the parent or previous school. TriEA will make an official request for records through TREx once a parent completes the application for admissions.

Using their lottery application information, if a scholar is offered a spot in the upcoming school year as an admitted scholar, TriEA will request additional information prior to enrollment:

- Copies of current immunization records at a minimum.
- Proof of identity documentation, which can include the child's birth certificate or another document suitable as proof of the child's identity at a minimum.
- The remaining documents will be requested of the parents and of their previous school:
  - o Copies of previous discipline records for determining eligibility. If a record exists, the parent and scholar will meet with the school admissions committee to determine if the school can meet their needs.
  - o Copies of available recent school records to help with placement decisions.
  - o References from previous teachers on a standard form.
  - o Short essay to assess writing ability and desire to achieve at the highest levels of success.
  - o Other necessary documents and information as determined by the school's leadership team.

Once these documents are collected, the admissions process will be concluded. Parents and scholars will then receive notification of a request to attend a Pre-Attendance Conference (PAC) meeting as the final step before enrollment (attending your first day of school). Prior to receiving notice of the meeting date and time, all staff members (Dean, Nurse, PEIMS, Office Manager, Counselor, and Special Education) will review and make recommendations to ensure the success of every scholar. The PAC meeting invitation will be the culminating notice that all documentation is complete and we are ready to celebrate and start them on their new adventure – being a scholar at Trinity Environmental Academy! PAC meetings are logistical and academic in nature. The intent is to ensure parents and scholars understand the school programs and expectations of its teachers and leaders and for the parent and scholar to recognize their own part in our journey towards career and college readiness. As a closing exercise, both parent and scholar sign a Living Academic Excellence agreement that is ceremoniously renewed each year.

## **Withdrawals, Re-Enrollment, and Transfers**

Once a scholar enrolls in TriEA, it is our sincere intent to keep them enrolled with us through graduation. As there are life and family changes that are out of our realm of control, parents (and scholars 18+) are free to withdraw from our school after a meeting with our administrative team. Many times, schools can work out solutions that allow the scholar to remain if the issue is transportation related and academic or athletic concerns. Because TriEA is only one school, there are no opportunities to transfer within the charter.

In the event that a scholar wants to re-enroll, if the waiting lists are exhausted, the parent is welcome to complete another application and enroll their scholar. In the event that there is a waiting list, the scholar would go to the bottom of the waiting list for the current year. The parent can also apply for the next year to try and get another lottery spot. If they have a sibling already enrolled, they will be able to be exempt from the lottery and move to the top of the wait list only after the lottery runs in the next school year.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.3. Discipline Policy

## **Attachment O.3 – Discipline Policy**

### **Standards for Behavior**

Each student is expected to behave in a responsible manner by:

1. Demonstrating courtesy and respect for others;
2. Attending all classes, regularly and on time;
3. Preparing for each class by taking the appropriate materials and assignments to class;
4. Being well-groomed and dressing appropriately as defined by the School's code for dress and grooming standards;
5. Obeying all campus, classroom and extracurricular rules;
6. Respecting the rights and privileges of other students, school staff, and other adults on campus or at school-related activities on or off campus;
7. Respecting the property of others, including school property and facilities;
8. Cooperating or assisting the school staff in maintaining safety, order, and discipline; and
9. Adhering to the Student Code of Conduct.

### **Prohibited Behaviors**

The following behaviors will be subject to disciplinary consequences, up to and including suspension and expulsion, if the behavior is persistent or serious enough, in the opinion of the Chief Academic Office or his/her designee, to warrant such action:

1. Leaving school grounds or school sponsored events without notifying or receiving permission from the appropriate school official;
2. Insubordinate behavior for example, not complying with lawful directives from school personnel;
3. Engaging in inappropriate physical or sexual conduct;
4. Engaging in conduct that constitutes sexual harassment including words, gestures or any other sexual conduct, including requests for sexual favors;
5. Starting or building a fire on school grounds except when part of instructional program or event;
6. Possessing, using, selling or smoking tobacco products;
7. Possessing, using, selling or distributing medications available without a prescription in a manner other than which is was intended (as stated on the manufacturer's label) or with school policies concerning the handling of over the counter medication;
8. Possessing drug paraphernalia;
9. Possessing or distributing pornographic material;
10. Possessing dangerous items such as knives, bladed instruments, air guns, chemical dispensing devices, fireworks, replica firearms or bombs, electronic stunning devices;
11. Possessing a firearm;
12. Possessing ammunition or explosives;



13. Committing an assault which results in injury;
14. Making a threat to harm someone or damage the building or school property including a false alarm or report such as a bomb threat;
15. Possessing, using, selling, buying or attempting to buy, distributing or being under the influence of alcohol;
16. Possessing, using, selling, buying or attempting to buy, distributing or being under the influence of illegal drugs;
17. Possessing, using, selling, buying or attempting to buy, distributing or being under the influence of prescription drugs without a prescription in the student's name;
18. Using, in a manner other than as directed by the manufacturer, or being under the influence of glue or aerosol paint;
19. Discharging a fire extinguisher or pulling the fire alarm, except in an emergency;
20. Violating dress or grooming standards;
21. Violating campus, classroom extracurricular or other communicated standards of behavior;
22. Cheating, copying work from another, or plagiarizing;
23. Using profanity, abusive language or obscene gestures;
24. Engaging in fighting, with or without provocation, when such fighting results or may result in injury to a student, staff or other bystander;
25. Bullying including repeated teasing, taunting, threatening, hitting, harassment, verbal or physical abuse and the use of texting, social media or the internet as a means of bullying;
26. Stealing, theft or robbery;
27. Damaging or vandalizing property belonging to others or school property;
28. Inappropriate or illegal use of the school's electronic communication systems, including the internet;
29. Falsification of school records, passes or other school-related documents;
30. Behaving in a way that is disruptive to the school environment or learning process;
31. Belonging to a gang, participating in or soliciting another person to be involved in gang activity;
32. Evidence confirming that a student has committed a felony level offense (under Texas Penal Code) or other serious off-campus conduct which is likely to have at least one of the following effects:
  - a. Disrupts the learning environment;
  - b. Provides a negative example to other students; or
  - c. Creates a dangerous or unsafe environment for students or school personnel.

The prohibited list of behaviors, above, provides examples only. Disciplinary action, up to and including suspension and expulsion, may result for other types of school-related misconduct that violates the intent of the code of conduct.

## **Possible Consequences to Scholar Misconduct**

Incidents of scholar misconduct will be handled through practices of restorative discipline. Restorative discipline models pair infractions of the code of conduct with appropriate consequences that focus on empathy and repairing the harm done. As an alternative to retributive consequences, restorative discipline treats misconduct as a learning opportunity. The school community is involved in the restoration process and those that are affected or victims are considered. This empowerment of the students to resolve community issues is a powerful tool that teaches students accountability through understanding the impact of their actions and taking responsibility for the choices they make through repairing harm done.

All discipline issues will initially be handled by the classroom teacher who will determine the appropriate action based on professional judgment and school policy. For those minor infractions of the code of conduct handled by the teacher, the following techniques may be used alone or in combination:

1. Verbal or oral correction;
2. Cooling off or timeout;
3. Phone calls to parents/guardians;
4. Preferential seating in classroom or lunchroom;
5. Counseling by teachers, counselors or administrators;
6. Parent/teacher conferences;
7. Parent/administrator conferences;
8. Confiscation of items that disrupt the educational process;
9. Grade reductions for academic violations such as cheating, copying, allowing others to copy work or plagiarism;
10. Behavioral contracts;
11. Sending the student to the office or other assigned areas;
12. In school suspension;
13. Detention, either during the school day or outside of the school day;
14. Assigned school duties, other than classwork such as cleaning desks;
15. Withdrawal of privileges such as participation in extracurricular activities and eligibility for seeking and holding honorary offices;

## **Suspension or Expulsion**

Scholars in violation of the code of conduct, as noted above, are subject to disciplinary consequences, up to and including suspension and/or expulsion, if the behavior is persistent or serious enough in the opinion of the Chief Academic Officer, to warrant such action.

## **Firearm Violations**

Federal law mandates that a student be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm (as defined by 20 U.S.C. Section 7151) to school, subject, however, to the discretion of the Chief Academic Officer to modify the length of the expulsion or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis.

## **Suspension Due Process**

The Dean of Scholars has the authority to suspend a student for a period of up to three school days for any of the following reasons:

1. The severity or persistence of the code of conduct violation alleged;
2. The need to further investigate an incident or allegation; or
3. That a recommendation to expel the student has been considered.

Prior to suspending a student, the Dean of Scholars must notify and consult with the Chief Academic Officer, in addition, the Dean of Scholars must hold an informal conference with the student to:

1. Notify the student of the accusations against him/her;
2. Allow the student to relate his/her version of the incident;
3. Determine whether the student's conduct warrants suspension.

## **Notification to Parents/Legal Guardians**

If the Dean of Scholars determines the student's conduct warrants suspension, the Dean of Scholars will notify the student's parents that the student has been suspended before the student is sent home. At this time, the Dean of Scholars will also notify the parents of the student of the period of the suspension, the grounds for the suspension, and the time and place for the conference with the Dean of Scholars.

## **Emergency Actions**

The Dean of Scholars, after consulting with the Chief Academic Officer, may order the immediate suspension of a student for up to three days if the Dean of Scholars believes that the student's presence threatens the health, safety or welfare of himself/herself or other students or faculty. If a student is suspended in an "emergency" situation without the opportunity for notice of the allegations against him/her, the Dean of Scholars must notify the student of the allegations and provide the student with an opportunity to present his/her version of the incident within a reasonable time period, not to exceed three days from the date of suspension.

During periods of suspension, students are not allowed on campus, including afterschool activities. The suspended days will be counted as unexcused absences. Students may receive credit for work missed during the period of suspension if the student makes up the missed work within the same number of days the student was absent due to the suspension. Students may make up major assessments missed during the suspension, but can receive grades no higher than 70%.

## **Expulsion Due Process**

If the Dean of Scholars believes a student has committed an expellable offense, the Dean of Scholars may make the recommendation to the Chief Academic Officer. Prior to taking expulsion action, the Dean of Scholars or other appropriate administrator will schedule a hearing before the Chief Academic Officer and provide written notice to the student and his/her parents of:

1. The reasons for the recommended expulsion; and
2. The date, time, and location of a hearing before the Chief Academic Officer, within three days after the date of the notice, unless the parents and Chief Academic Officer agree in writing to an alternate time.

Further, the notice shall state that the student is entitled to:

- a. Be present at the hearing;
- b. Have the opportunity to present evidence;
- c. Have an opportunity to examine/question the school's evidence and witnesses;
- d. Be accompanied by his/her parents or another adult who can provide guidance to the student and who is not an employee of the district; and
- e. Be represented by an attorney.

The notice shall also state that failure to request such a hearing constitutes a waiver of further rights in the matter.

## **Hearing Before Chief Academic Officer**

After providing notice to the student and parent of the hearing, the Chief Academic Officer shall hold the hearing regardless of whether the student, the student's parents or another adult representing the student attends. The Chief Academic Officer shall audio record the hearing.

At the hearing, the school administration shall be allowed to present its evidence of the alleged violation and the student and/or his parents or attorney may present evidence and cross examine the administration witnesses in defense of the allegations.

Within 24 hours of the hearing, the Chief Academic Officer will notify the student and the student's parents in writing of his/her decision. The decision shall specify:

1. The length of the expulsion, if any;
2. The procedure for re-admittance to the school at the end of the expulsion period; and
3. The right to appeal the Chief Academic Officer's decision to the Charter Holder Board.

## Appeal to the Charter Holder Board

The student or his/her parents may appeal the decision of the Chief Academic Officer to the Sustainable Education Solutions board by notifying the Chief Academic Officer in writing within three days of receipt of the Chief Academic Officer's decision. The Chief Academic Officer will provide the student or parent with written notice of the date, time, and place of the meeting at which the Board will review the decision.

The Sustainable Education Solutions Board may designate a committee to hear the appeal. The Board, or its designated committee, will review the audio or transcribed record from the hearing before the Chief Academic Officer and will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. Consequences will not be deferred pending the outcome of the hearing. The Board or its designated committee may confer in private and communicate its decision orally at the conclusion of the appeal hearing. The decision of the board or its designated committee is final.

During the appeal process, the student will be allowed to complete homework and submit for credit in their classes.

## Terms and Definitions

Term	Definition
Abusive Language	Any language used to attack the social, religious, racial or ethnic well-being of a person.
Alcohol	Those substances as defined in Texas Alcoholic Beverage Code § 1.04
Assault	Intentionally, knowingly or recklessly causing bodily injury or harm to another
Bladed Object	Any sharp object used to cut, stab, or injure that includes, but is not limited to; Razor blades, box cutters, throwing stars, knives, etc.
Bomb Threat/ Hoax	An expression of intention to use an explosive device to hurt, destroy, intimidate, or act in retaliation
Bullying	Persistent, persuasive or repeated harm either verbally or physically; to create an threatening or abusive environment for another person(s); acts or gestures intended to cause distress and harm; written, oral or physical expressions or conduct sufficiently severe to cause intimidation; hostile or offensive
Campus Disruption	Any negative activity that disrupts the educational process for a large number of the student population; Behavior not specifically described which seriously disrupts the orderly conduct of school, a school function, or extra/co-curricular activity.
Chemical Dispensing Device	A device other than a small chemical dispenser sold commercially for personal protection, which is designed, made, or adapted for

	the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on an individual.
Class Disruption	Any activity which violates the rules of a particular classroom and interferes with the teacher's opportunity to present material or other student's opportunity to concentrate on the material or their assignment. Behavior not specifically described which seriously disrupts the orderly conduct of a classroom or other academic setting.
Defacing/ Damaging School Property	Defacing, damaging or destroying school property, including school buses, either during school hours, after school hours, or during vacation times.
Emergency Removal	The removal of a student from regular classes or from other educational settings for serious disciplinary reasons, including abusive or threatening behavior.
False Fire Alarm	Knowingly making or aiding in the making of sounding a fire alarm when the alarm is not needed or there is no fire.
Fighting	Mutual combat, aggression or physical contact that may or may not result in bodily injury.
Firearm	Any device designed, made, or adapted to expel a specific projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily converted convertible to that use.
Gang	Two or more persons who have a common identifying sign, symbol or leadership; Wearing, possessing, using, distributing, displaying or selling of clothing, emblems, badges, symbols, signs, graffiti or other that are evidence of membership or affiliation in a gang/cult
Gang Activity	(1) Committing any act or using any speech, either verbal or nonverbal, such as gestures, handshakes, and the like, that indicate membership or affiliation in a gang; (2) Promoting interest in any gang or gang activity including but not limited to: (a) soliciting others for membership, (b) requesting any person to pay protection, or otherwise intimidating or threatening any other person; (c) committing illegal or unlawful acts or violations of district policies; (d) involvement in activities or behaviors that are illegal or in violation of the Student Code of Conduct
Insubordination	Persisting in acts of disobedience; defying the authority of school personnel; unprovoked display of disrespect towards school personnel
Offensive Language/ Profanity	Using language which is outside the standards of acceptable language of the majority of the persons in the community
Paraphernalia	Any device(s) that can be used to inhale, inject, ingest, or otherwise introduce a controlled substance into the body
Persistent (Misbehavior)	Misbehavior or negative action(s) that violate specific standards of school conduct on at least three (3) occasions; repeated misconduct may be the same or of a different type infraction or

	behavior
Possession	To have on a student's person, in the student's possession or in the student's personal property during normal school hours or any school related activity after hours on or off school property including, but not limited to; the student's clothing, purse or backpack; in any private vehicle on school property or used by the student for transportation to and from school or school-related activities; in any school property used by the student including, but not limited to, a locker or desk
Prohibited Items	Any item, article or object that can be or is used to disrupt the educational process or other school event; items used to cause injury, pain or to threaten; items defined as restricted, not permissible or unlawful.
Prohibited Weapons	Includes but is not limited to; a club, explosive weapon, firearm, illegal knife, handgun, switchblade knife, hoax bomb, chemical dispensing device
School Property	Any Property owned by the school district or over which the school district or its personnel exert lawful authority, including property visited by students in connection with a school sponsored activity, such as a field trip, sporting or extracurricular activity
Sexual Misconduct/ Harassment	Includes unwanted and unwelcome verbal, physical or written (in any form) contact of a sexual nature, whether by word, gesture, or other sexual conduct, including requests for sexual favors
Stealing	Taking and carrying away the personal property of another without the consent of the owner
Theft	The unauthorized possession and/or sale of the property of another without the consent of the owner
Under the Influence	Lacking or impairment of a person's normal use of mental or physical faculties (may be evident by a pattern of abnormal or erratic behaviors or the presence of physical symptoms); a person perceived or deemed "under the influence" need not be legally intoxicated to cause disciplinary or lawful action
Use	Voluntarily introducing into one's body by any means a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, speech, or breath; smell lingering in the air or in the area of suspected use
Vandalism	Willful action which results in destruction, damage or defacement of property belonging to or rented by the district
Weapons	Instruments used to cause bodily harm or create the fear of physical harm, injury or death

This Discipline Policy is pending SES Board approval at this time.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.4. Personnel Policies



Attachment O.4

At this time, personnel policies and/or an employee manual has not been developed.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.5. Leadership Evaluation

Attachment O.5

The leadership evaluations tools have not been developed at this time.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.6. Teacher Evaluation

Date:	Start time:	End time:	Teacher:
Observer:			Course:
Observed class:	No. of students:	Room:	

Notes of Interest:	Narrative:
+ Plus	
Δ Delta	
	General Observations:

24	3	1
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## Trinity Environmental Academy

## Instructional Snapshot

Teacher/Course/Grade \_\_\_\_\_ Snapshot Date/Time \_\_\_\_\_

<b>Lesson Plans</b>	<i>Is lesson plan available?</i> <i>Does lesson mirror lesson plan? (optional)</i>	YES YES	NO NO	NA NA	<b>Summary Column</b>
<b>Team Teaching</b>	<i>Are teachers effectively using team teaching? (Circle one.)</i>	YES	NO	NA	
<b>Objective</b>	<i>What is the learning objective for the lesson? (Choose one /write obj. below.)</i> SWBAT...	Evident to students? Not evident to students? Unable to Determine			
<b>TEKS / District Standards</b>	<i>What are the TEKS / District Standards of the lesson? (Choose one from list to the right.)</i>	On target? Not on target? Unable to Determine			
<b>Bloom's Taxonomy</b>	<i>(Choose all that apply.)</i> <i>Evaluation: Make judgments and justify positions</i> <i>Synthesis: Put information together in new ways</i> <i>Analysis: Break down information into parts</i> <i>Application: Use information in new ways</i> <i>Comprehension: Understand information</i> <i>Knowledge: Recall information</i>	High (Analysis, Synthesis, Evaluation) Mid (Application) Low (Knowledge, Comprehension)			
<b>Materials</b>	<i>(Circle all that apply from the list below. Choose one from list to the right.)</i> 1. Textbook 2. Overhead / Board 3. Computers / Technology 4. Video 5. Manipulatives 6. Published Print Materials 7. Student-created materials 8. Lab / Activity 9. Real-world objects 10. Worksheet 11. Other _____	Effectively Supports Obj. Adequately Supports Obj. Does not support Obj.			
<b>Instructional Strategies</b> <i>(In each of the parts A, B and C below circle all that apply.)</i>					
<b>A</b>	<b>General Instructional Practices:</b> 1. Project / Lab 2. Modeling 3. Testing 4. Centers / Stations 5. Discussion 6. Re-teaching 7. Lecture 8. Teacher directed Q&A 9. Student-led 10. Presentation 11. Teacher-led 12. Review / Closure 13. Practice 14. Providing directions 15. Objectives / Feedback 16. First Focus 17. Other _____	<b>Research Based Instructional Practices:</b> 1. Identifying similarities and differences 2. Question / Advance organizers 3. Generating / Testing hypotheses 4. Nonlinguistic representations 5. Summarizing / Note-taking 6. Reinforcing effort / Recognition 7. Homework / Practice 8. Objectives / Feedback 9. Cooperative learning			
<b>B</b>	<b>Student Action:</b> 1. Reading 2. Writing 3. Listening 4. Talking 5. Working with hands-on materials				
<b>C</b>	<b>Grouping:</b> 1. Whole Group 2. Small Group 3. Paired 4. Individual 5. Other _____				
<b>Learner Engagement</b> <i>(Check one.)</i> <i>Authentically Engaged</i> – most students authentically engaged and self directed <i>Highly Engaged</i> – most students engaged, but are dependent on teacher for direction <i>Well-Managed</i> – student willingly compliant, ritually engaged; brought back on-task quickly <i>Dysfunctional</i> – many students actively reject the assigned task or substitute another activity		Authentically Engaged Highly Engaged Well-Managed Dysfunctional			
<b>Survey of Learning Environment</b> <i>(Circle all that apply.)</i> 1. Student work displayed 2. Rubrics displayed / used 3. Purposeful classroom arrangement 4. Materials readily available 5. Models / exemplars of work posted 6. Routines / procedures evident		Effectively Supports Obj. Adequately Supports Obj. Does Not Support Obj.			
<b>Summary</b> Based on the evidence, what is the likelihood that students will attain the learning objective?		Highly Likely Somewhat Likely Not Likely			

<b>Instructional Coaching</b> Teacher Observation Report Forms	<h1>TriEA Informal Walk-Through Card</h1> <h2><i>Teacher Feedback (Digital)</i></h2>	 <small>Trinity Environmental Academy An SES school of Science and Engineering</small>
-------------------------------------------------------------------	--------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Date:	Start time:	End time:	Teacher:
Observer:			Course:
Observed class:	# of students:	Room:	

Notes of Interest:	Look Fors:			
+ Plus	<i>Clear Objectives</i>	Yes	No	Unknown
	<i>Taxonomy</i>	High (Analysis)	Med (Application)	Low (Knowledge)
	<i>Material Support</i>	Effective	Adequate	Needs more
	<i>Instructional Practice</i>	Project Based	Modeling	Testing
		Learning Centers	Discussion	Lecture
		Teacher Q&A	Student Q&A	Student led
		Teacher led	Visual Presentation	Do Now/Close
	Guided practice	Directions	Feedback	
Δ Delta	<i>Environment</i>	Effective	Adequate	Needs more
	<i>Engagement</i>	Highly engaged	Well managed	Needs more
	<i>Student learning</i>	Highly likely	Somewhat likely	Not likely

Observer Comments:

Objective:

Do Now:

Assign Yourself:

Unit Plan:

Lesson Plan:

24	3	1
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# TriEA Peer Observation of Teaching Form

*This form is designed to help you systematically observe a fellow teacher's classroom performance and to provide useful feedback to them. A problem with unguided peer observations in general is a lack of reliability. The observers tend to disagree about how good the teaching they are observing is. The idea of this form is to structure your observations and thereby to increase inter-observer reliability.*

Teacher's name: \_\_\_\_\_

Course being observed: \_\_\_\_\_

Observer's name: \_\_\_\_\_

Date: \_\_\_\_\_

## Area of Observation Feedback

### Prepares the class for the session.

In this area consider whether the teacher provides an overview of what is planned for the session, tries to focus initial student attention, announces the topic, and/or connects the class session to the previous class session. (Not every class session needs this done, especially if initial level of student focus is high.)

#### 1. Comments and examples:

First Focus? Objective clearly defined? Hook?

2. How will you be able to utilize this information?

### Presents in an organized fashion

Consider appropriate elements such as whether the teacher presents in such a manner that the students can take good notes if they wish, uses cues to emphasize more important points, clearly defines new vocabulary, summarizes from time to time, and can get back on track if student questions lead them astray.

There are different ways of organizing material. Is this teacher's way clear and easy to understand?

#### 1. Comments and examples:

Literacy skills used? Vocabulary Taught?

2. How will you be able to utilize this information?







Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.7. Supplemental HR Forms

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$47,000 - \$57, 047"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,889"/>	<input type="text" value="\$44,272 - \$61,546"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$48,455 - \$63,085"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Teacher

Reports to:

Dean of Instruction

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

1. Employ appropriate instructional strategies and protocols in order to ensure academic growth for all students.
2. Demonstrate current knowledge and skill in using research-based instructional methods, planning unit and lessons in writing.
3. Work with colleagues to create scope and sequence, horizontal and vertical alignment of the curriculum.
4. Demonstrate use and knowledge of environmental based education, using PBL/PBE strategies, interdisciplinary approach.
5. Create a safe, respectful learning environment for students and actively engage them in the learning process.
6. Work with scholars before and after school to provide additional instruction to ensure content mastery, occasional weekends.
7. Promote a college-going atmosphere in the classroom and demonstrate high expectations for students.
8. Demonstrate behavior that is professional, ethical, continuous learner, responsible, and environmentally focused.
9. Makes efforts to teach outside of the walls of a classroom, using the campus and community as a learning laboratory.
10. Write grant proposals to get the necessary tools, equipment, supplies needed to carry out the job of a teacher in their field.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$59,360 - \$66,568"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$48,455 - \$63,085"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$44,917 - \$64,354"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

STEM Coach

Reports to:

Dean of Instruction

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

1. Assists teachers and aides in organizing and coordinating STEM integration within their curriculum and classrooms

2. Analyzes input data and creates/coordinates professional development to support the needs of the educators.

3. Registers and attends STEM trainings, integrates new learning into the school environment.

4. Oversees STEM development and support of STEM field teachers, integrating technology design cycle concepts.

5. Organizes, develops, coordinates, and provides trainings for STEM integration in the classroom.

6. Creates a standardized follow-up plan to ensure implementation and best practices in classroom, sets plans for improvement.

7. Develops expertise in implementation of engineering processes problem based learning across the curriculum.

8. Contacts and develops new partnerships, maintaining existing connections with PQC, UNT-D, UTSW, UTD, etc.

9. Coordinates and organizes teacher externships and scholar internships, creates STEM enrichment opportunities for scholars.

10. Integrates and expands STEM awareness with educators via web, meetings, print materials and other duties as assigned.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$16,964 - \$19,403"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$13,099 - \$37,095"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$15,016 - \$22,898"/>



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Enter the name of the proposed charter school:

Position:  Reports to:

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

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Salary Range:

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$71,190 - \$78,874"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$62,494 - \$90,867"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$62,498 - \$87,785"/>

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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Special Populations Coordinator

Reports to:

CAO

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

1. Collaborates with campus personnel and peers for the purpose of implementing and maintaining special populations services.
2. Monitor program(s) compliance in accordance with State and Federal law.
3. Coordinate interagency services to all students, including those with special education needs.
4. Observe, supervise, train, consult with, and assist teachers and specialists in the development and implementation of IEPs.
5. Offer expertise on STAAR Modified, STAAR Alternate and other assessments used to evaluate student success.
6. Maintain frequent and excellent communication with scholars and parents, acting as ARD facilitator.
7. Understanding of curriculum and instruction design and delivery systems for students receiving special education services.
8. Serve as campus representative in special education mediation and due process hearings.
9. Support teachers, administration, and parents in the special populations, to improve capacity and student outcomes.
10. Understand Special Populations groups of ELL, ESL, GT, etc. and act as support for these groups, other duties as assigned.

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Salary Range:

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$51,550 - \$68,204"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$48,958 - \$70,147"/>

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$57,580 - \$76,317"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$58,279 - \$83,501"/>

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Dean of Scholars

Reports to:

CAO

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

1. Responsible for the social and behavior management of scholars that align with TirEA goals and societal expectations.

2. Develop and support teachers with a discipline system that embodies the characteristics of love and logic philosophies.

3. Create and manage the before care and aftercare programs that support parents with additional academic and social needs.

4. Develop the academic programming for the aftercare program and ensure it's operation to fidelity.

5. Oversee the academic and athletic extra-curricular activities for scholars.

6. Investigate any scholar issues ensuring that perpetrators, victims, and witnesses are treated fairly and confidentially.

7. Have regular meetings with parents of scholars that are challenged both academically, emotionally, and behaviorally.

8. Seek solutions of all issues surrounding scholar's emotional safety while at school.

9. Chair the Student Success Team (SST) ensuring that all scholars have planned responses to intervention.

10. Supervise employees that support scholars; nurse, social and academic counselors, aftercare, athletics coaches, etc.

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Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$62,494 - \$90,867"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$58,279 - \$83,501"/>

**Nineteenth Generation Open-Enrollment Charter Application  
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Sustainable Education Solutions (SES)

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Dean of Operations

Reports to:

CEO

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

1. Manage the logistics and operations of the school's daily business, acting as a point of contact for all vendors and guests.

2. Responsible for oversight and repairs to all facility, classroom needs, information technology, cafe, and reception.

3. Responsible for active scholar recruitment and celebration events with the support and oversight of the CEO and CAO.

4. Manages child nutrition program, ensuring compliance, promoting healthy eating habits for all scholars and staff.

5. Responsible for all campus messaging platforms, website management, processing notes home, first line for parent requests.

6. Manages admissions, registration, enrollment processes, and schedules all PAC meetings.

7. Accepts and executes any and all operationally logistic need for the school.

8. Responsible for the health space environment components of the school's mission and cleanliness of the campus.

9. Builds the environmental aspects of the school's vision, creating and maintaining all instructional support equipment/tools.

10. All other duties and responsibilities as assigned.

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Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Dean of Instruction

Reports to:

CAO

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

1. Responsible for oversight of all teacher instructional practices and scholar learning, both quantitative and qualitative.

2. Work with teachers to interpret summative and formative data to assess deficiencies and alter instructional approaches.

3. Analyze all academic data from state, district and school assessments and share with teachers, CAO and CEO.

4. Work with DoS to establish small group interventions for students who continue to need intervention support outside of class.

5. Conduct teacher observations and performance feedback sessions on a regular basis, analyzing school-wide data trends.

6. Work with teachers to address various scholar needs with in class, supporting tutoring and intervention sessions as needed.

7. Support teachers in understanding student progress by mastering the essential knowledge and skills assessed in each course.

8. Review all student data and work with CAO/DoS to create academic improvement plans for each struggling scholar.

9. Support scholars in their life-long pursuit of learning, building a tangible culture of excellence and high expectations.

10. Other duties and responsibilities as assigned.

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Position:  Reports to:

Salary Range:

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Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Dean of Administration

Reports to:

CEO

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

1. Manage financial operations and cash flow, create necessary processes and procedures to ensure compliance.

2. Manage accurate accounting records using TEA guidelines and generally accepted accounting principles (GAAP).

3. Prepare all necessary reports to the state, student attendance, and other information as required by the state through PEIMS.

4. Works on behalf of the school to solicit/apply for additional grants and philanthropic support.

5. Prepare school's annual operating budget and capital allotments with the support of the CEO, CAO, and SES Board.

6. Responsible for oversight of all purchasing, financial investments, banking activities, benefits and payroll.

7. Oversee annual audit of the financial records and financial positions through an outside auditor.

8. Responsible for the information systems for student records, admissions, registration, development, and financial data.

9. Responsible for oversight of HR practices, PEIMS, registrar, attendance, and community liaison.

10. Other duties and responsibilities as assigned.

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Position:  Reports to:

Salary Range:

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$56,688 - \$82,423"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$23,335 - \$33,962"/>



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Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Testing Coordinator

Reports to:

Dean of Instruction

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

1. Oversee testing programs, processes and compliance for STAAR, MAP, PSAT, Fitnessgram, and other assessments.

2. Receive, inventory, organize, and disseminate state-mandated tests; retrieve and organize materials for return to agencies.

3. Prepare and arrange for shipment or pickup and retrieval of testing materials to and from test sites.

4. Order, organize, store, and inventory schoolwide assessment materials as directed.

5. Ongoing efforts to collect, maintain, and verify student data, implementing ways to increase accuracy.

6. Work with IT and DoO to determine testing needs and changes needed to test effectively and efficiently.

7. Create schedules and oversee operations day of testing, communicating effectively with staff on expectations.

8. Working with DoA, organize and store historical information about school performance trends as directed.

9. Present appropriate instruction to staff in regard to pre-test preparation, administration, and post-test responsibilities.

10. Ensure the best testing environments exist in every administration; other duties and job responsibilities as assigned.

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Salary Range:

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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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$45,200 - \$48,816"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$43,075 - \$61,989"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$30,972 - \$44,929"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

PEIMS Specialist

Reports to:

Dean of Administration

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

1. Collect and enter PEIMS data into established database and verify accuracy of according to established procedures.

2. Meet all PEIMS reporting deadlines with accuracy, assist with the collection of data necessary for reporting.

3. Prepare reports, including attendance reports, grades, class or personnel rosters, semester reports, or accounting reports.

4. Process new scholar records, requesting transcripts and records, setting up cum folder, and entering student data.

5. Assist parents, students, and faculty with questions regarding student attendance, campus attendance expert.

6. Assist with filing truancy as necessary and follow up in court.

7. Assist the Registrar with processing and transmitting requests for student information and transcripts.

8. Assist parents, students, and faculty with questions regarding student attendance and/or discipline.

9. Report all PEIMS, attendance and/or discipline problems to designated administrator.

10. Other duties and job responsibilities as assigned.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$80,230 - \$87,914"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$46,904 - \$67,496"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$56,147 - \$77,322"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Office Manager

Reports to:

Dean of Administration

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

1. Assist the DoA with entering financial data into the school's database, tracking expenses, keeping records.

2. Point of contact for all HR related inquiries, keeping confidential employee records, ensures compliance with all agencies.

3. Manages school and parent fundraising efforts by preparing budgets, collecting/tracking funds, and coordinating events.

4. Processes scholar progress reports and report cards, supporting PEIMS and Registrar as necessary.

5. Assist school officers with special functions, such as Meet the Teacher Night, dances, Board meetings, etc.

6. Serves as point of contact for all instructional and operational purchasing needs.

7. Administers first aid and medications to scholars (under the direction of a health care professional) when unavailable.

8. Coordinates daily substitute activities for the purpose of ensuring that staff absences are covered in a timely manner.

9. Monitors a variety of activities on behalf of the DoO and DoA, work orders, employee claims, new teachers, maintenance.

10. Oversees work of operational staff and supports as necessary. Other duties and job responsibilities as assigned.

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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

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Education Required:

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$48,455 - \$62,085"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$48,618 - \$66,953"/>

**Nineteenth Generation Open-Enrollment Charter Application  
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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

School Nurse

Reports to:

Dean of Scholars

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

1. Develops and implements a health plan, interprets the health status/immunizations of scholars, provide health assessments.

2. Initiates referrals to parents, school, and community health resources for intervention, remediation, and follow through.

3. Provides ongoing health information to scholars, parents, school personnel and health agencies; promotes healthy lifestyles.

4. Obtains a health and developmental history, screens and evaluates for deficits in vision, hearing, scoliosis, growth, etc.

5. Recommends and helps to implement modifications of school programs to meet students' health needs, maintains records.

6. Participates as the health specialist on the child education evaluation team to develop the health IEP.

7. Plans and implements school health management protocols for scholars, including the administration of medication.

8. Promotes and assists in the control of communicable diseases through preventive campaigning, first aid responder.

9. Engages in research and evaluation of school health services, change agent for school health practices.

10. Other duties and job responsibilities as assigned.

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Enter the name of the sponsoring entity:

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Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

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**Minimum Qualifications Required:**

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<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$30,972 - \$44,929"/>



**Nineteenth Generation Open-Enrollment Charter Application  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

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

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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**Nineteenth Generation Open-Enrollment Charter Application  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$44,272 - \$61,546"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$49,955 - \$63,585"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$47,000 - \$57,047"/>

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Librarian

Reports to:

Dean of Instruction

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

1. Creating active and participatory learning, resource-based instructional practices, and collaboration with teaching staff.

2. Focus on research and writing skills infusing effective practices into classrooms as support to teachers.

3. Technology-rich platform expert, teaching scholars and teachers on the different types of learning technology.

4. Advocating for school library programs and the guiding principles of the school library profession.

5. Promote literacy through reading at home with scholars and parents, advocate for traditional and non-traditional modes.

6. Joins with teachers to identify links with curricular content, learning outcomes, student information needs, and resources.

7. Maintains a constant focus on the nature, quality, and ethical uses of information, advocate with teachers and scholars.

8. Teaches use of information for critical thinking/problem solving with Information Literacy Standards for Student Learning.

9. Assistant to DoI and Testing Coordinator in coordination and management of testing environments.

10. Other duties and job responsibilities as assigned.

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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$40,820 - \$46,020"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$55,596 - \$80,004"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$42,276 - \$58,218"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

IT Tech or Specialist

Reports to:

Dean of Operations

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

1. Sets up and configures hardware and installs new software on school computers.

2. Administers and maintains stand-alone servers for Caching and Print Management.

3. Tracks all work in the help desk work order system.

4. Troubleshoots service level problems and performs repairs to include replacement of standard available components.

5. Troubleshoots complex problems requiring specialized expertise to diagnose and repair computer and peripheral systems.

6. Troubleshoots hardware, software, network, and operating system problems and provides on-going technical support.

7. Installs and maintains application software and user email accounts.

8. Troubleshoots, identifies, and resolves problems associated with application software and user/mail accounts as needed.

9. Responsible for inventory management of assigned equipment.

10. IT Specialist is an instructional support partner for Technology-rich platform teaching strategies. Other duties as assigned.

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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$17,952 - \$20,944"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$14,811 - \$41,172"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$17,675 - \$25,782"/>

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Receptionist/Executive Assistant

Reports to:

Dean of Operations

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

1. Answers school telephones and prepares necessary documents, memos and reports.

2. Greets and assists all visitors, ascertaining the nature of their business and referring them to the appropriate person.

3. Maintains and tracks a variety of departmental activities and functions, is first source of information for parents/visitors.

4. Processes mail and other correspondence.

5. Creates databases and performs data entry and records management; maintains accurate files, records and documentation.

6. Schedules interviews and other appointments.

7. Monitors the time and attendance, and other functions for other non-exempt employees.

8. Assists with background checks and badge printing.

9. Monitors security cameras and makes administration aware when questionable situations occur.

10. Other duties and job responsibilities as assigned.

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Enter the name of the sponsoring entity:

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Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$48,455 - \$63,085"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$44,917 - \$64,354"/>



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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Intervention Specialist

Reports to:

Dean of Instruction

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

1. Assess individual scholars using a variety of assessment instruments, reading tests, and other measures for placement.

2. Use data to plan instruction to bring students up to standard using push-in, pull-out, individual, small group, or whole class.

3. Monitor progress of assigned scholar caseload, assist with parent communication, and maintain student records as required.

4. Attend and participate in training, planning sessions, and data analysis meetings, member of SST.

5. Identify students in need of intervention and to target the knowledge and skills in which students need additional instruction.

6. Coach teachers and other staff in the use of selected intervention curricula and assessments as needed.

7. Shares lesson studies and other action research with colleagues to identify and refine best practices.

8. Support the efforts of elementary teachers to provide pre-reading and reading instruction, support scholars as identified.

9. Attend tutoring sessions of scholar in caseload, providing academic and strategic support, before, after, and on weekends.

10. Other duties and job responsibilities as assigned.

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Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$11,653 - \$43,817"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$26,322 - \$38,767"/>

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Facilities Technician

Reports to:

Dean of Operations

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

1. Helps in the selection, assignment, scheduling, and training, of members of the custodial staff.

2. Responsible for the buildings appearance, repairs and oversees repairs as needed.

3. Plans and oversees all facilities work, maintaining a high standard of safety, cleanliness, and efficiency.

4. Maintains an inventory and recommends selection of suitable custodial and facilities supplies.

5. Checks heating and air conditioning for proper operation.

6. Administers and maintains records associated with the use of outside contractors in maintaining building systems.

7. Lead respondent to after hours or emergency requests.

8. Skilled in making building repairs as needed.

9. Supports development and maintenance of all outdoor equipment, fields, and common areas scholars/teachers use.

10. Other duties and job responsibilities as assigned.

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="19,531 - 22,651"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="11,653 - 43,817"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="16,302 - 25,016"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Custodian

Reports to:

Dean of Operations

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

1. Sweeps, mops, dusts all classrooms, bathrooms, offices, hallways, and specialty rooms, keeps building clean at all times.

2. Locks and unlocks doors; activates and deactivates alarm system.

3. Wipes and sanitizes toilets, sinks, mirrors, countertops, windows and water fountains.

4. Empties trash throughout building, helps in cafe during lunch, and stocks all restrooms and kitchens with needed supplies.

5. Washes windows and polishes furniture, vacuums and cares for carpets.

6. Picks up litter and debris on outside school grounds, replaces items as needed.

7. Makes minor repairs to equipment, lighting, and furniture as needed.

8. Complies with laws and procedures for storage and disposal of trash and waste.

9. Acts as go between with night cleaning crew and school.

10. Other duties and responsibilities as assigned.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="60,420 - 67,628"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-904"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="60,327 - 87,713"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="No record."/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Community Liaison

Reports to:

Dean of Administration

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

1. Liaison between the school and parents to answer questions and promote parent involvement and volunteer efforts.

2. Liaison to community at large, working to secure support to grow and fund activities and events of the school.

3. Acts as link to environmental community supporters to oversee and offer professional support to the school's efforts.

4. Works to secure local community internships for scholars or work programs to help grow scholars experiences.

5. Works with CEO, CAO, and SES Board to handle public relations and media communications for the school.

6. Work to promote TriEA with local charter schools and local ISDs.

7. Apply for local, State, and Federal grants as well as seeking financial support from foundations and corporations.

8. Develop parent participation into parent engagement, then into parent advocacy for education reform in Texas.

9. Organize school fundraising activities and procure donations of computers, furniture, lab and outdoor equipment, etc.

10. Develop and execute after school parent classes in technology, GED, ELA, etc. to promote their connection to TriEA.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$47,693 - \$67,312"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$51,550 - \$68,204"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$48,958 - \$70,147"/>



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

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

1.
2.
3.
4.
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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$106,220 - \$124,271"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$103,393 - \$139,884"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$95,677 - \$124,271"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Sustainable Education Solutions (SES)

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy (TriEA)

Position:

Cheif Executive Officer

Reports to:

SES Board of Directors

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

1. Build unity around the school's mission, vision, values, and goals; building a culture of high expectations.

2. Lead the development, implementation, oversight, and future changes to the school's strategic plan on a yearly basis.

3. Inform the SES Board of Directors on key issues, needs, and operations of the school in partnership with the CAO.

4. Oversight of campus logistics, safety, security, information technology, human resources, finance, and compliance issues.

5. Oversight of campus budget, spending, accounts payable, fiscal accountability, preparing budget for SES Board approval.

6. Ensure all employees pursue professional development by attending conferences and trainings appropriate to their position.

7. Final hire and management of school personnel, ensure fair evaluations and opportunities for development and growth.

8. Develop strong support for the school with parents and the community and serving as leader on educational solutions.

9. Responsible for all reporting and data submissions to the TEA, develop and ensure adherence to all policies and procedures.

10. Other duties and responsibilities as assigned.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$95,677 - \$124,271"/>
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,889"/>	<input type="text" value="\$106,220 - \$124,271"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$101,393 - \$139,884"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Chief Academic Officer

Reports to:

SES Board of Directors

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

1. Responsible all aspects of the school's curriculum and instruction and serve as the instructional coach for teachers.

2. Develops and executes all teacher professional development modules and establishes a culture of learning for all.

3. Develops all scholar schedules, testing, and ensure curriculum aligns with the TEKS for each course.

4. Responsible for and oversees all teacher observation and feedback sessions, developing tools as necessary to norm process.

5. Collects qualitative and quantitative data to drive and improve instruction as well as assess teacher and student performance.

6. Responsible for parent communication, promoting scholar performance and activities of the school.

7. Develop and enforce all school policies, procedures, and practices, ensuring compliance with State and Federal guidelines.

8. Creating and implementing all academic strategic goals, partner in overall strategic planning for the school.

9. Recruiting and vetting of qualified candidates making final recommendations to CEO for all leaders, teachers, and staff.

10. Prepares reports and partners with CEO in evaluating program effectiveness. Other duties and responsibilities as assigned.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$51,550 - \$68,204"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$48,958 - \$70,147"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

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

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="13,278 - 15,474"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-904"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="18,131 - 26,090"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="13,489 - 20,699"/>



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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Cafe Worker

Reports to:

Dean of Operations

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

1. Assumes responsibilities for ordering, receiving, storing, handling, preparing and serving of food according to standards.

2. Inspects food deliveries; inspects all food service areas for cleanliness; inspects food preparation.

3. Monitors temperatures on freezer, refrigerator and food; inspects machinery and orders maintenance when necessary.

4. Assures that sanitation and safety practices in all phases of the child nutrition operation meet established standards.

5. Maintains accurate child nutrition paperwork, to include food and equipment inventories, food production records.

6. Participates to increase meals served and educate students about healthy eating habits through on-campus gardening project.

7. Operates computer and downloads: food production records, food inventory, end of day and month procedures.

8. Ability to cook, serve, and cashier as needed. Knows and follows all nutritional guidelines.

9. Coordinates delivery of vended food and serves accordingly as necessary.

10. Other duties and job responsibilities as assigned.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$26,216 - \$29,832"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-904"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$13,099 - \$37,095"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$21,362 - \$31,159"/>

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Attendance Clerk

Reports to:

Dean of Administration

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

1. Directs the collection of absence slips from classrooms at the end of each period.

2. Issues class-admit slips, tardy slips, corridor passes and off-campus passes to scholars.

3. Answers the telephones, routes calls, takes messages and/or provides factual information to the caller.

4. Maintains a log of incoming calls from parents listing scholars who will be absent, telephones when scholars are absent.

5. Maintains master file of scholars leaving school for various reasons each day.

6. Reviews notes brought by scholars for forgeries and other discrepancies; carefully audits all lists and files for future audits.

7. Inputs, modifies and retrieves scholar attendance information, class schedule changes and other data based on evidence.

8. Compiles periodic attendance reports; monitors absenteeism and provides information to teachers and administrators.

9. Establishes and maintains files such as a current program file, scholar class lists, correspondence, suspensions, etc.

10. Files truancy and follows up in court as necessary. Other duties and job responsibilities as required.

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**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,899"/>	<input type="text" value="\$44,272 - \$61,546"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$74,835 - \$107,691"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$48,958 - \$70,147"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the sponsoring entity:

Sustainable Education Solutions

Enter the name of the proposed charter school:

Trinity Environmental Academy

Position:

Athletic Coordinator

Reports to:

Dean of Scholars

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

1. Provide administrative direction and oversight for all athletics programs and activities, maintain equipment and budget.

2. Supervisor responsibility for monitoring and full implementation for training, mentoring, and observing coaches.

3. Coach at least one sports team and coordinate activities of all other coaches, teams and recreational athletics groups.

4. Promote intramural and recreational athletic programs including scheduling games for sports ensuring participation.

5. Establish and maintain standards of dress, scholarship, and conduct for teams and coaches.

6. Develop and manage athletic and PE materials, teams, and special events budgets; order equipment; safety compliance

7. Manage PE teachers curriculum and standards ensuring activities align with mission, vision, and values of TriEA.

8. Support and assist in campus wellness and other related school activities, during or after school.

9. Responsible for fundraising to meet the needs of the athletics teams to supplement the school's budget for athletics and PE.

10. Other duties and job responsibilities as assigned.

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Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  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. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**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 on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Desoto ISD"/>	<input type="text" value="057-906"/>	<input type="text" value="Desoto"/>	<input type="text" value="8,889"/>	<input type="text" value="\$16,964 - \$19,403"/>
<input type="text" value="Mesquite ISD"/>	<input type="text" value="057-914"/>	<input type="text" value="Mesquite"/>	<input type="text" value="39,127"/>	<input type="text" value="\$13,099 - \$37,095"/>
<input type="text" value="Duncanville ISD"/>	<input type="text" value="057-907"/>	<input type="text" value="Duncanville"/>	<input type="text" value="13,271"/>	<input type="text" value="\$15,016 - \$22,898"/>

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.8. Community Support





# PAUL QUINN COLLEGE

## *Office of the President*

March 21, 2014

Division of Charter  
School Administration  
Texas Education Agency  
1701 N. Congress Ave.  
Austin, TX 78701

Dear Members of the State Board of Education:

This letter is to express support for Trinity Environmental Academy (TriEA), which intends to open an innovative, environmentally focused charter school to engage and empower its scholars to become tomorrow's global change agents. Located in the southern sector, Paul Quinn College believes this hands-on, community-based approach will greatly benefit the children and families of southern sector of Dallas and increase awareness and appreciation of the area's rich natural and community resources for the following reasons:

- \* TriEA will serve to fill a long-standing need in our community for an innovative alternative to traditional public education.
- \* TriEA will develop an inquiry and project-based curriculum with the environment as an integrating context. Environmental education has a research-based track record of success in increasing academic achievement and engagement and enthusiasm for learning.
- \* TriEA will prepare its scholars for college success and beyond utilizing the Great Trinity Forest, a tremendously underutilized resource, as its learning laboratory supporting the Mayor's Grow South Initiative to increase educational opportunities in the city's southern corridor.
- \* TriEA will collaborate with community organizations to develop healthy spaces that nourish scholars mentally and physically through green facilities, farm-to-school produce sourcing, and diverse natural school grounds to take learning beyond the boundaries of traditional classrooms.

Paul Quinn College is a private, faith-based; four-year liberal arts college founded by and affiliated with the African Methodist Episcopal Church. The College was founded in Austin, Texas on April 4, 1872, and is one of the nation's Historically Black Colleges and Universities (HBCUs). The College's mission is to provide a quality, faith-based education that addresses the academic, social, and Christian development of students and prepares them to be servant leaders and agents of change in their communities.



# PAUL QUINN COLLEGE

*Office of the President*

Paul Quinn College supports Sustainable Education Solutions (“SES”) in their proposal to open TriEA to serve children and families in our community. Furthermore, we are proud to serve as the host campus for this innovative and important idea. We look forward to working with SES to supplement the education that TriEA students will receive. Among the ways in which we will do this is through our Teacher Education program and our “We Over Me Farm.”

Please feel free to contact me with any questions at (214) 379-5577.

Sincerely,

Michael J. Sorrell, Esq.  
President



TRINITY  
RIVER  
Audubon  
CENTER

6500 Great Trinity Forest Way  
Dallas, TX 75217  
Tel: 214-398-8722  
www.trinityriveraudubon.org

March 25, 2014

Dear Members of the State Board of Education,

This letter is to express support for Trinity Environmental Academy (TriEA), which intends to open an innovative, environmentally focused charter school to engage and empower its scholars to become tomorrow's global change agents. At Trinity River Audubon Center, we believe this hands-on, community-based approach will greatly benefit the children and families of South Dallas and increase awareness and appreciation of the area's rich natural and community resources for the following reasons:

- \* TriEA will develop an inquiry and project-based curriculum with the environment as an integrating context. Environmental education has a research-based track record of success in increasing academic achievement and engagement and enthusiasm for learning.
- \* TriEA will prepare its scholars for college success and beyond utilizing the Great Trinity Forest, a tremendously underutilized resource, as its learning laboratory supporting the Mayor's Grow South Initiative to increase educational opportunities in the city's southern corridor.
- \* TriEA will collaborate with community organizations to develop healthy spaces that nourish scholars mentally and physically through green facilities, farm-to-school produce sourcing, and diverse natural school grounds to take learning beyond the boundaries of traditional classrooms.

At Trinity River Audubon Center, we are passionate about serving students with rigorous, hands-on science education in an outdoor setting. We're working to serve students from across Dallas and present the outdoors as a context for life-long learning and enriched life. We look forward to partnering with the Trinity Environmental Academy in the future.

We support Sustainable Education Solutions in their proposal to open Trinity Environmental Academy to serve children and families in our community. We look forward to working closely with them to reinforce the education that students will receive in the classroom through overnight campouts, spring break and summer camps, nature clubs, citizen science initiatives, outdoor adventure travel camps "Audubon Odysseys", family festivals and so much more.

Sincerely,

Benjamin Jones, Center Director  
Trinity River Audubon Center



March 8, 2014

To Whom It May Concern,

This letter is to express support for Trinity Environmental Academy (TriEA) which intends to open an innovative, environmentally focused charter school to engage and empower its scholars to become tomorrow's global change agents. As a volunteer organization that provides wilderness experiences for underserved youth, we believe this hands-on, community-based approach will greatly benefit the children and families of South Dallas and increase awareness of and appreciation for the area's rich natural and community resources for the following reasons:

- TriEA will serve to fill a long-standing need in our community for an innovative alternative to traditional public education.
- TriEA will develop an inquiry and project-based curriculum with the environment as an integrating context. Environmental education has a research-based track record of success in increasing academic achievement and engagement and enthusiasm for learning.
- TriEA will prepare its scholars for college success and beyond utilizing the Great Trinity Forest, a tremendously underutilized resource, as its learning laboratory supporting the Mayor's Grow South Initiative to increase educational opportunities in the city's southern corridor.
- TriEA will collaborate with community organizations to develop healthy spaces that nourish scholars mentally and physically through green facilities, farm-to-school produce sourcing, and diverse natural school grounds to take learning beyond the boundaries of traditional classrooms.

The mission of Sierra Club's Inner City Outings program is to provide time in nature for youth who without ICO, would most likely not have these opportunities. We offer day hikes, camping, environmental education based outings and service activities, knowing youth of today need and are nurtured by hands on experiences in the wilderness. Because of our mutual goals, we would be excited to partner with TriEA's to conduct outings to nature preserves, state parks and other special places so the kids from TriEA could experience and learn from nature firsthand. ICO applauds TriEA's vision and look forward to working together to bring the value and benefit of time outdoors to the students.

We support Sustainable Education Solutions in their proposal to open Trinity Environmental

Academy to serve children and families in our community and look forward to partnering with them. We have worked closely with Jennifer Hoag and Michael Hooten in the past when they were educators at other schools and know they will guide TriEA to its full potential.

Sincerely,

Liz Wheelan, Chair  
Dallas Inner City Outings  
Sierra Club Outreach Program

November 18, 2013

To Whom It May Concern,

This letter is to express support for Tierra Madre Academy (TMA), which intends to open an innovative, environmentally focused charter school to engage and empower its scholars to become tomorrow's global change agents. As the Executive Chair of the Children in Nature Network-North Texas, I believe this hands-on, community-based approach will greatly benefit the children and families of South Dallas and increase awareness and appreciation of the area's rich natural and community resources for the following reasons:

- TMA will serve to fill a long-standing need in our community for an innovative alternative to traditional public education.
- TMA will develop an inquiry and project-based curriculum with the environment as an integrating context. Environmental education has a research-based track record of success in increasing academic achievement and engagement and enthusiasm for learning.
- TMA will prepare its scholars for college success and beyond utilizing the Great Trinity Forest, a tremendously underutilized resource, as its learning laboratory supporting the Mayor's Grow South Initiative to increase educational opportunities in the city's southern corridor.
- TMA will collaborate with community organizations to develop healthy spaces that nourish scholars mentally and physically through green facilities, farm-to-school produce sourcing, and diverse natural school grounds to take learning beyond the boundaries of traditional classrooms.

The Children in Nature Network envisions that all Texas children and their families will spend more time outdoors, engaged in nature for a happy and healthy life.

We are charged with implementing the statewide Texas Children in Nature Network strategic plan in a manner that meets the specific needs of North Texas children. We will create a network of private and public organizations and individuals dedicated to strengthening children's connections to the natural world. Local efforts will address:

- **access** to nature,
- **education** in and about nature,
- **health** benefits of spending time in nature,
- **community** connections to careers and recreational opportunities in nature, and
- **policies** that promote access to and education about nature.

We support Sustainable Education Solutions in their proposal to open Tierra Madre Academy to serve children and families in our community. The Children in Nature Network-North Texas looks forward to working closely with them to reinforce the education that students will receive in the classroom by promoting the school through our

extensive network, sharing ideas with the school for how to get children connected with nature, and inviting the school to join our vast network so they have access to outdoor educators, green space providers, and environmental programs.

Sincerely,

*Amanda*

Amanda Stone Norton, PhD  
Executive Chair  
Children in Nature Network-North Texas



**AJ ORTEGA, DMD, MS**  
*Orthodontic Artistry for Children & Adults*

Sustainable Education Solutions' Board of Directors  
PO Box 570975  
Dallas, TX 75357

1/7/14

To Whom It May Concern,

This letter is to express support for Trinity Environmental Academy (TriEA) which intends to open an innovative, environmentally focused charter school to engage and empower its scholars to become tomorrow's global change agents. As a resident and a small business owner, I believe this hands-on, community-based approach will greatly benefit the children and families of South Dallas and increase awareness and appreciation of the area's rich natural and community resources for the following reasons:

- TriEA will serve to fill a long-standing need in our community for an innovative alternative to traditional public education.
- TriEA will develop an inquiry and project-based curriculum with the environment as an integrating context. Environmental education has a research-based track record of success in increasing academic achievement and engagement and enthusiasm for learning.
- TriEA will prepare its scholars for college success and beyond utilizing the Great Trinity Forest, a tremendously underutilized resource, as its learning laboratory supporting the Mayor's Grow South Initiative to increase educational opportunities in the city's southern corridor.
- TriEA will collaborate with community organizations to develop healthy spaces that nourish scholars mentally and physically through green facilities, farm-to-school produce sourcing, and diverse natural school grounds to take learning beyond the boundaries of traditional classrooms.

I support Sustainable Education Solutions in their proposal to open Trinity Environmental Academy to serve children and families in our community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'AJ Ortega', is written over a light blue horizontal line.

AJ Ortega, DMD, MS



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.9. Startup Plan

## Trinity Environmental Academy

Start-up Plan for Opening in August 2015

Category	What	Key Actions	Timeframe	Who	Notes/Next Steps
Administration	Developing Presence in the Community	Work with local businesses, police, libraries, schools, recreation centers to establish name recognition and garner support	February	CEO, CAO	
Administration	Job Descriptions	Have fully vetted and approved job descriptions	April	CEO, CAO	
Administration	Scholar Uniform	Establish uniform vendor, selection, and create policies to go into scholar handbook	May	CAO, CEO	
Administration	School Calendar	Create a parent friendly version of school calendar	May	CEO, CAO	
Administration	PEIMS Training and Readiness	Schedule Region 10 PEIMS training sessions	May	OfM, CEO	
Administration	Policy and Handbook Approvals	Seek approval from SES Board for any high level policies or scholar/staff handbooks created	May	CEO, CAO	
Administration	Contingency Plan	Have a contingency plan if the building is not ready for the first day of school	May	CEO, CAO, SES Board	
Administration	Scholar Handbook	Create scholar handbook and ready for publishing online and in paper as necessary.	June	CAO, CEO, DoS	
Administration	Admissions Record Keeping	Develop process for storing and access scholar files as materials come in, physical and digital access	June	OfM/PEIMS	
Administration	Creating/Gathering all Forms	Create and/or gather all forms necessary for a school to operate - Home Language Survey, Free & Reduced Lunch, etc.	June	OfM, ExA	
Administration	Human Resources	HR training content, how to hire, exempt/non-exempt, following laws, behavioral expectations.	June	OfM, CEO	
Administration	Plan Opening Staff Event	Retreat or Convocation like event where all staff and teachers come together to celebrate the beginning of a new year and get high level goals.	June	CEO, CAO, DoS, DoA, SES Board	
Administration	Motivational Messaging	Determine messaging/signage around the building that speaks to EBE and scholar achievement	June	CEO, CAO, DoS, SES Board	
Administration	Emergency Operations Planning	Develop an EOP for the campus	July	CEO, DoA, ITT	
Administration	Ordering Protocols	Process for identifying and ordering materials, supplies, instructional, IT, etc.	July	OfM	
Administration	Supply Stock	Ordering and storing necessary supplies	July	OfM	
Administration	Performance Evaluation	Develop performance evaluation tools for teachers, staff, and leadership	July	CEO, CAO, SES Board	
Administration	Background Checks	Ensure system in place for employee background checks and visitor background checks	July	CEO, OfM	
Administration	TriEA Ribbon Cutting	Plan ribbon cutting event to occur within 4-weeks of school opening.	July	CEO, CAO, SES Board	
Administration	Emergency Notifications	Have a system for contacting staff and parents during an emergency on campus or during inclement weather	July	DoA, CEO	
Administration	Goal Setting by Job Function	Create measures and metrics by which staff and teachers are evaluated and offered additional pay/raises	August	CEO, CAO, SES Board	
Administration	PEIMS Deadlines	Identify Special Populations Coordinators to help identify all the various populations for reporting - ELL, SpEd, Migrant, Immigrant,	August	OfM, CEO, CAO, DoS	
Administration	Emergency Training	Provide emergency training for staff and teachers, then train scholars in beginning of school year	August	DoS, CEO	
Administration	Field Event Requests	Develop system for requesting field trips or other on/off campus events	August	OfM, DoS	
Administration	Substitute Teachers	System for securing substitutes when teachers, café staff, receptionist, or custodian calls off work.	August	OfM, DoA	
Administration	Scholar Attendance Records	Accounting for all scholars and following up with parents for scholars who do not show on first days of school	August	OfM, ExA	
Admissions	Admissions and Enrollment	Develop recruitment strategies, target areas, promotional materials, signing up for and creating our own community events, support teams	February	CEO, CAO, SES Board	
Admissions	Admissions Lottery	Establish protocols for running a lottery, create written policy.	February	CEO, CAO	
Admissions	Admissions Application	Develop admissions tool, provide both paper and online options if feasible. Online preferred.	March	CAO, CEO	
Admissions	Admissions Lottery	At application deadline, run the lottery if necessary	March	CEO, CAO	
Admissions	Scholar Registration	Articulate required documents needed to complete registration after admission award before attending PAC/Enrollment on day one.	March	CEO	
Finance	Cash/Donation Handling/Enrichment	System in place for managing donations and cash donated to TriEA or during year when parents/scholars pay. Automate as possible.	February	CEO	
Finance	Budget Training	Understand the key budget sources, State, Federal, restricted, title funds, IMA, etc. available to TriEA	March	CEO	
Finance	TriEA Bank Setup	Work with bank to setup process for running the school, processing, credit cards, etc.	June	CEO, DoA	

Category	What	Key Actions	Timeframe	Who	Notes/Next Steps
Finance	Vendor Lists	Create a vendor service agreements and manage the relationships between TriEA and them	June	DoA, CEO	
Finance	Accounting System	Develop tools, systems, and policies to track and hold accountable those who request and spend money. Automate as much as possible.	July	CEO, DoA	
Finance	Sources of Income	Continue to source philanthropic and grant opportunities to add to State and Federal funding	Ongoing	SES Board, CAO, CEO	
Instructional	EBE Curriculum Development	Connect with SEER.org to schedule training and development of scope and sequence.	February	CAO	
Instructional	Pre-Attendance Conferences	After lottery, schedule all PAC meetings, all scholars/parents attend to better understand TriEAs model	March	CEO, CAO	
Instructional	School Calendar	Approval from SES Board on school calendar	March	CEO, CAO	
Instructional	Identifying EBE Curriculum	Identify and purchase curriculum designed to support an EBE, PBL, PBE program	May	CAO, CEO	
Instructional	Curriculum Manipulatives and Models	Learning and lab tools needed, including outdoor	June	CAO, DoS	
Instructional	Curriculum Content	Textbook purchases, workbooks, reading materials, academic online tools, electronic tool needs, web-based instructional sources	June	CAO, DoS	
Instructional	Online Testing Preparation	Know parameters for NWEA MAP and STAAR testing requirements that are online	June	CEO	
Instructional	Grading System	Establish grading protocols and select the appropriate software to record and report grades	June	CAO, CEO	
Instructional	Staff and Teacher Training	Develop the Pre-Service training for teachers and staff, instructional and operational logistics	June	CAO, CEO, DoS, DoA	
Instructional	School Schedule	Develop school schedules for Primary and Secondary, ensuring all coverage, rooms, transitions are solid.	June	CAO, CEO, DoS	
Instructional	Meet the Teacher Event	Plan for a Meet the Teacher event night in the first 3 weeks of school	July	CAO, DoS	
Instructional	School Schedule Views	Create multiple views of schedules by section, by teacher, by room, by advisory, etc.	July	DoS, CAO	
Instructional	Unit and Lesson Planning	Develop and provide tools with systematic way of review and feedback	July	CAO, CEO	
Instructional	Testing Materials	Calculators, pencils, highlighters, dictionaries, bilingual dictionaries, etc.	August	CAO, OfM	
Instructional	Parent Communication	Create a communication system between the school and the parents, notes from admin	August	CAO, DoS	
IT	Technology Platforms	Order routers, controllers, servers, desktops, laptops, projection systems, document cameras, sound systems, iPads, iPods, cameras	May	CEO	
IT	School Website	Select service provider for hosting school website and setup	May	CEO	
IT	Technology Infrastructure	Establishing system routers, access points, controllers, servers, etc. and install	July	CEO, ITT	
IT	Technology Platforms	Ready desktops, laptops, projection systems, document cameras, sound systems, iPads, iPods, cameras	July	CEO, ITT, OfM	
IT	Supportive Technology	Identify and secure copier(s), printers, fax, scanner, phone system, PA system, portable sound, etc.	July	CEO, ITT	
IT	IT Security Plan	Create and publish the IT Security Plan	July	ITT, CEO	
IT	Facilities Documentation	Document all facilities systems, alarms, fire systems, fire equipment, water shutoff, electrical panels, AEDs, security cameras, etc.	July	ITT, DoA	
Operations	Certificate of Occupancy	What details need to be worked out to get CO in a new/reconstructed building.	January	CEO	
Operations	Construction Punchlists	Support the construction and modification of the building site, if necessary, communicating as needed.	January	CEO, CAO	
Operations	Cafeteria Needs	Equipment, supplies, food vending companies, procedures and process development	March	CEO	
Operations	Campus Security	Camera and alarm systems	March	CEO	
Operations	Building Inspections	Ensure all city inspections and code compliance issues are reviewed and managed.	March	CEO	
Operations	Cafeteria Certifications	Permits, city inspections, steps needed to get the café online	April	CEO	
Operations	Furniture Procurement	Determine needs and document for teams of various people to locate these items.	May	CEO, CAO	
Operations	Scholars Outdoors	Playground boundaries, forest/campus cleanup efforts, identifying appropriate spaces, athletic field space, etc.	May	CEO, CAO	
Operations	Campus Security	ID badges, Raptor/background check system, in/out logs, scholar badges, carline ID numbers	May	CEO	
Operations	Furniture Procurement	Classrooms, office, cafeteria, IT specific, common areas, outdoor setups, etc.	June	CAO, CEO	
Operations	Non-instructional Facility Needs	Trash cans, traffic cones, teacher supplies, bulletin boards, clocks, recycling, etc.	June	CEO	
Operations	Café Staff Training	Solicit necessary training for café and custodial staff	June	CEO	
Operations	Asset Tracking	Develop systematic tracking of assets and instructional materials	July	CEO, DoA	

Category	What	Key Actions	Timeframe	Who	Notes/Next Steps
Operations	Carline Procedures	Develop morning and afternoon carline procedures and communicate to parents and staff	July	DoS, CEO	
Operations	Soliciting Custodial Support	Develop a system for requesting custodial support	July	OfM, ExA	
Operations	Access Control	Document access control procedures, key cards, access cards, keys, etc.	July	OfM, ExA, ITT	
Operations	Future Furniture Procurement	Determine the growth plan of the campus and work furniture plans into budgets for previous years.	August	CEO, CAO, DoO, DoA	
Operations	Logistical Reviews	Collaboratively, review all processes, protocols, and logistical activities that will happen each week/month.	August	CEO, CAO	
Scholars	Scholar Immunizations	Kinder immunization verification, nursing services support in Y1, review 1st and 6th as well.	March	CEO	
Scholars	Open House	For admitted scholars, create community events inviting scholars to their new school, fun events, etc.	April	CAO	
Scholars	Scholar Health	Connect with health screening services, vision, hearing, scoliosis,	June	DoS	
Scholars	Develop Aftercare Program	Investigate aftercare programs in the community, offer our own aftercare is deemed necessary, develop programming, hire, and training staff	June	DoS	
Scholars	Home Visits	Split up new scholars and plan for visits to homes before school starts up through the 3rd week of school.	July	DoS, ExA, CAO, CEO	
Scholars	Scholar Culture	Develop scholar management plans and communcaite to staff and teachers	July	DoS, CAO, Teachers	
Scholars	Develop Scholar Code of Conduct	Develop Code of Conduct and publish in the scholar handbook, expectations and consequences	July	DoA, DoS	
Scholars	Parent Teacher Association	Create a PTA organization with parent support	July	DoS, CAO	
Scholars	Community Service Records	System for recording 6th graders community service efforts	August	DoS	
Staffing	Staffing Allocations	Finalize staffing plans for 2015/2016	March	CEO, CAO	
Staffing	Staffing Interviews and Hiring	Develop interview tool and protocols, train all hiring staff on messaging and contexts in which they can communicate about salary and benefits.	March	CEO, CAO	
Staffing	Instructional Staffing Hires	Using staffing plans, recruit and hire	March	CAO, CEO	
Staffing	Operational Staffing Hires	Using staffing plans, recruit and hire	April	CEO, CAO	

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.10. Superintendent Documents

# MICHAEL HOOTEN

329 E. Colorado Blvd ◦ Dallas, Texas 75203 ◦ 972.571.2311 ◦ [REDACTED]

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**JOB OBJECTIVE:** Continued growth in serving the educational needs of urban communities.

## SUMMARY OF QUALIFICATIONS

A self-motivated and extremely resourceful professional ◦ Filling roles of Teacher, Project Manager, Mentor, Motivator, Investigator, Administrator, and Coach ◦ Proficient in analysis, synthesis, and offering innovative solutions ◦ Possess tried interpersonal communication skills that benefit all ends; students, parents, and colleagues alike ◦ One truth about teaching and leading schools – *Effective and passionate people make the difference, not programs.*

## EDUCATION

2004 ◦ Region 10 ESC, Texas ◦ Standard Certification Science 4-8 ◦ Teacher Preparation and Certification Program  
1998 ◦ University of Texas at Dallas, Texas ◦ Bachelor of Science, Business Administration (with Int'l study)

## PROFESSIONAL TEACHING EXPERIENCE

10/12 - Present Director of Project Management Office, Uplift CMO ◦ An IB Continuum Charter Network ◦ Dallas, TX  
◦ Support CMO departments and campus operations in strategic planning and development  
◦ Create global and performance goals ◦ Develop and execute operational school review program  
◦ Establish network & campus EOPs ◦ Manage open of new schools, Uplift Triumph & Uplift Grand  
6/12 - 10/12 Operations Director, K-12 ◦ Uplift Williams Preparatory, a T-STEM & IB World School ◦ Dallas, TX  
◦ TEA Exemplary Rated District ◦ Manage \$9.5M budget, \$1.13M discretionary ◦ 1208 scholars  
◦ Network liaison ◦ Maintain mission & culture ◦ Supervise operations and academic alignment  
4/11- 6/12 Upper School Director, 6-12 ◦ Williams Preparatory, a T-STEM & IB World School ◦ Dallas, TX  
◦ TEA Exemplary Rated District ◦ Met AYP 2011/12 ◦ IB MYP World School authorization in 2012  
◦ 2012's #8 Most Transformative HS by Newsweek ◦ T-STEM "Model School" rating in 2012  
◦ Tripled scholar waitlist from 750 to 2200 ◦ 100% 4-year college acceptance in 2011 & 2012  
6/10 - 4/11 Dean of Instruction, 6-12 ◦ Williams Preparatory, a T-STEM Academy ◦ Dallas, TX  
◦ TEA Exemplary Rated District ◦ Member Leadership Academy ◦ Establish data tracking tools  
◦ Project Based Learning ◦ Blend IB/STEM frameworks ◦ 19% rise in AP pass rates, network best  
◦ Uplift-wide Science Fair Coordinator ◦ Certified KU Instructional Coach & IB MYP Coordinator  
Summer Summer School Director - 2010, 2011, & 2012 ◦ Uplift Education ◦ Dallas, TX  
2008 - 2010 Instructional Coach/Department Lead/MS Science Teacher ◦ Uplift Peak Preparatory ◦ Dallas, TX  
◦ TEA Exemplary Rated District ◦ Member Leadership Academy ◦ Alumni Program development  
◦ Teacher Trainer (POET, ALP, Mentor) ◦ 57% TAKS Commended in Science ◦ NSDC Trained  
2007 - 2008 Assistant Principal ◦ Pegasus School of Liberal Arts and Science ◦ Dallas, TX  
◦ U.S. News and World Report's 2007 Bronze Medal Winner - One of America's Best High Schools  
◦ District/Campus TAKS Coordinator since 2004 ◦ TOP Rater Certification since 2006  
◦ Thematics Director, cross curriculum project creation and implementation since 2005  
Summer Master Teacher for Region 10 ESC, 2007 ◦ CSI Academy ◦ Advanced Science camp for Terrell ISD  
2004 - 2008 MS Science Teacher ◦ Pegasus School of Liberal Arts and Science ◦ Dallas, TX  
◦ 7<sup>th</sup> grade Math TAKS Teacher 2005/06 ◦ 12<sup>th</sup> grade Math Models Teacher 2006  
◦ Interdisciplinary Instructor 7<sup>th</sup>-12<sup>th</sup> Health, PE, Volleyball/Wallyball, World Affairs Council  
2004 - 2008 Jr/Sr Varsity Volleyball Coach ◦ Pegasus School of Liberal Arts and Sciences ◦ Dallas, TX  
◦ Texas Charter School Academic and Athletic League (TCSAAL) State Champions in 2007  
2003 - 2004 Garland ISD Substitute Teacher ◦ Garland, TX

## PROFESSIONAL CORPORATE EXPERIENCE

1999 - 2004 Real Estate Agent ◦ Coldwell Banker Residential Brokerage ◦ Dallas, TX  
◦ Rookie of the Year in 2000 ◦ Total sales near \$10 Million ◦ Lakewood/Oak Cliff Specialist  
◦ Elected Advisory Council ◦ New agent mentor ◦ TREC Historical Home Specialist designation  
1990 - 1999 Corporate Security, Investigative Analyst ◦ Texas Instruments ◦ Dallas, TX  
◦ Conduct extensive research and analysis ◦ Execute due diligence to senior executives  
◦ Create statistical data, review, and publish trend data ◦ Web development  
◦ Facilitated 36 company Benchmarking study, ensuing publication ◦ Budget preparation

## VOLUNTEER

2008 - 2010 Bigheart Ministries ◦ Providing food for the homeless in Dallas ◦ Volunteer  
2005 - 2006 The Family Place ◦ Student Community Service Coordination ◦ Awareness, Fundraising  
2001 - 2003 Habitat for Humanity ◦ Corporate Chairperson for Building Homes ◦ Ballpark in Arlington, Texas  
1997 - 1999 Elementary Mentor Program ◦ Frazier Elementary, Dallas ISD ◦ Supports Dallas Projects

## **Attachment O.10 – Biographical Information**

Michael Hooten, Proposed CEO of Trinity Environmental Academy

After 9 years at Texas Instruments (TI) in Corporate Security as an Investigative Analyst, a leading microchip and defense contractor in Dallas, Mr. Hooten took an opportunity to step into residential real estate for Coldwell Banker. He'd already bought and personally remodeled several homes, flipping them and getting a contract at the first showing, above the asking price. His passion for hard work and attention to detail paid off each time. This trend continued for the next few years and as he was able to find success in East Dallas's Lakewood area buying and selling for clients as well, but his calling for teaching kept coming back. He had always felt destined to be a teacher, but not having money for college meant he'd have to sacrifice that dream in order to have his tuition paid by TI, graduating with a Bachelors of Science in Business Administration from the University of Texas at Dallas. Without that opportunity, paying for college would have been a challenge. Wanting to be the first in his family to go and graduate, he knew it was necessary journey no matter the cost.

As his own children were getting older and real estate business was becoming more time consuming, he ventured out to obtain his teaching certification in 2002 after hearing about new alternative certification programs. Being one of the first cohorts to get certified with Region 10 ESC, Mr. Hooten accepted his first full-time teaching job in a charter school, not knowing anything about them previously. Having substitute taught in traditional ISDs, the prospect of teaching didn't look bright. It was disheartening to see how socioeconomic differences, academic ability, and racial boundaries kept students separated in the school building. Teachers accepted it saying, "this class can learn this with this activity, while this class won't, so don't waste your time with them – here are their worksheets". Categorizing children like this was not acceptable. They were doomed before they even had a chance. It was apparent charter schools didn't have the luxury to operate this way because they were smaller, so taking the job at a lower salary seemed to be the right compromise. Twelve years later – it was the best choice he'd ever make – aside from adopting his two children of course! In those 12 years, Mr. Hooten has found success as a middle school science teacher, an instructional coach, a dean of instruction, and a secondary director of a T-STEM academy – all in urban school settings. That's given him a lot of experience in a short amount of time, which has turned out to be a lesson in itself.

As in many aspects of life's journey, there have been successes and failures – but as John F. Kennedy once said, "Those who dare to fail miserably can achieve greatly." It is the belief that failing often is the only way we truly learn our limits. Today our schools need *reinventing*, not just *reform*. We need innovative, project-based schools for global economies using the environment as the lens for contextual learning. Knowledge is just a commodity today. Developing scholars with the *skill* and the *will* to actually *do* what knowledge *gives* them is TriEA's mission. Having been at two leading charter schools, the latest being Uplift Education as Director of the Project Management Office, it is Michael's dream to take these lessons learned and make the full circle. Bringing innovative teaching techniques into the most difficult, impoverished areas of Dallas – and prove that every young scholar can learn given the right environment, with the right amount of encouragement, instilling the belief that they will do *whatever they set their minds to* – because they trust you, they know their limits and they are not afraid to fail.