Table of Contents

Resolutions approved by the IDEA Board of Directors at the November 18th, 2025 Meeting

STATE OF TEXAS §
§
COUNTY OF HIDALGO §

IDEA PUBLIC SCHOOLS
BOARD RESOLUTION FOR THE CREATION OF A
LOCAL STUDENT HEALTH ADVISORY COUNCIL

WHEREAS, Texas Education Code Section 12.104 (b)(3)(DD) and Section 28.004 require open-enrollment charter schools to create a local student health advisory council, hereinafter referred to as the "SHAC"; and

WHEREAS, the purposes of the SHAC are (1) to assist IDEA in ensuring that local community values are reflected in the school's health education instruction, and (2) to make recommendations before IDEA changes its health education curriculum or instruction; and

WHEREAS, the Board of Directors must appoint at least five members to the SHAC, a majority of which must be persons who are parents of students enrolled in IDEA and who are not employed by IDEA;

WHEREAS, the Board of Directors may also appoint one or more persons from each of the following groups or a representative from a group other than a group specified:

1. Classroom teachers employed by IDEA;
2. School counselors certified under Education Code Chapter 21, Subchapter B, employed by IDEA;
3. School administrators employed by IDEA;
4. IDEA students;
5. Health-care professionals licensed or certified to practice in this state, including medical or mental health professionals;
6. The business community;
7. Law enforcement;
8. Senior citizens;
9. The clergy;
10. Nonprofit health organizations
11. Local domestic violence programs; and

WHEREAS, the Board of Directors desires for the SHAC to operate cooperatively and effectively as an advisory body for the benefit of students.

BE IT THEREFORE RESOLVED THAT a majority of the members of the Board of Directors at a lawfully called board meeting posted and held pursuant to the Texas open meetings law hereby adopts the following resolutions:

SECTION 1. The Board of Directors hereby appoints the following members to the SHAC: (name each person and their representative group *(e.g., parent, classroom teacher, school counselor, school administrator, student, health-care professional, etc.)*

1. Abigail Saldaña Méndez- Austin (Parent)
2. Marisol Castro -El Paso (Parent)
3. Diana Pesina- Houston (Parent)
4. Jaqueta Clyburn- Permian Basin (Parent)
5. Maribel Leos- Rio Grande Valley (Parent)
6. LaShawnda Moore- San Antonio (Parent)
7. Mimi Kalgge-TaCo (Parent)
8. Moises Arjona, Unidos Contra La Diabetes- Rio Grande Valley (Community Member)
9. Pablo Mejia, Sr. VP of Program Innovation (Staff Member)
10. Amanda Krippel, Director of Healthy Kids Here (Staff Member)
11. Fernando Aguilar, Sr. VP of Child Nutrition Program (Staff Member)
12. Dr. Joelisse Galarza-Davis, Director of Mental Health and Social Emotional Learning (Staff Member)
13. Eva Rodriguez,VP of Student Health and Wellness (Staff Member)

SECTION 2. The Board of Directors hereby adopts the enclosed SHAC Bylaws and Operational Procedures and directs the SHAC to comply with its terms as well as to comply with applicable state law and local policy pertaining to the SHAC's operation.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF IDEA PUBLIC SCHOOLS, ON THE 18th DAY OF NOVEMBER 2025.

Members Voting in Favor of Resolution:

Signed by:
6FF775B55D5A419...
Collin Sewell, Chair

Signed by:
Eduardo Rivera
8DD22C2785DB409...
Ed Rivera, Vice Chair and Secretary

DocuSigned by:
Erich Holmsten
BB3088C379BF49A...
Erich Holmsten, Treasurer

DocuSigned by:
NANETTE COCERO
52BA60FF34524EE...
Dr. Nanette Cocero, Director

DocuSigned by:
Gary Lindgren
5DBB6B388E7949B...
Gary Lindgren, Director

DocuSigned by:
Theresa Barrera-Shaw
D0EC2BF2989848A...
Theresa Barrera-Shaw, Director

Signed by:
Constanza Miner
CEC5E5C16BF140A...
Constanza Miner, Director

Signed by:
David Dunn
C21A26613121493...
David Dunn, Director

Signed by:
Lilya Matos
BAFFB4B8FA0F432...
Lilya Matos, Director

CERTIFICATION

The undersigned, being the Secretary of the Charter Holder, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the

Corporation, duly held on November 18, 2025, which Resolution is in full force and effect and has not been revoked or amended.

Signed by:
Eduardo Rivera
8DD22C2785DB409...

Secretary 11/21/2025

Enclosure

(SHAC Bylaws and Operating Procedure)

BOARD RESOLUTION FOR IDEA PUBLIC SCHOOLS

WHEREAS, the Board desires to modify by non-expansion amendment, the Open-Enrollment Charter of IDEA Public Schools (CDN 108-807); and

WHEREAS, 19 Texas Administrative Code § 100.1035(a) states that a Charter "may be revised with the consent of the charter holder by written amendment approved by the commissioner of education …;" and

WHEREAS, 19 Texas Administrative Code § 100.1213(b) states that a charter holder "may not delay opening or suspend operation for longer than 21 days without an amendment to its open-enrollment charter, approved by the commissioner of education, stating that the charter school is dormant…; and

WHEREAS, the Board finds it necessary and in the best interest of IDEA Public Schools and its students to postpone the opening of its previously approved new campus IDEA Greater Houston Academy 4 (CDCN: Not yet assigned) until the 2027-2028 school year; and

WHEREAS, the Board finds it necessary and in the best interest of IDEA Public Schools and its students to postpone the opening of its previously approved new campus IDEA Greater Houston College Preparatory 4 (CDCN: Not yet assigned) until the 2027-2028 school year; and

WHEREAS, the Board finds it necessary and in the best interest of IDEA Public Schools and its students to postpone the opening of its previously approved new campus IDEA Tarrant County Academy 5 (CDCN: Not yet assigned) until the 2027-2028 school year; and

WHEREAS, the Board finds it necessary and in the best interest of IDEA Public Schools and its students to postpone the opening of its previously approved new campus IDEA Tarrant County College Preparatory 5 (CDCN: Not yet assigned) until the 2027-2028 school year;

NOW, THEREFORE, the Board of Directors IDEA Public Schools, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT:

- The opening of the previously approved new campus IDEA Greater Houston Academy 4 (CDCN: Not yet assigned) be postponed until the 2027-2028 school year.

- The opening of the previously approved new campus IDEA Greater Houston College Preparatory 4 (CDCN: Not yet assigned) be postponed until the 2027-2028 school year.

- The opening of the previously approved new campus IDEA Tarrant County Academy 5 (CDCN: Not yet assigned) be postponed until the 2027-2028 school year.

- The opening of the previously approved new campus IDEA Tarrant County College Preparatory 5 (CDCN: Not yet assigned) be postponed until the 2027-2028 school year.

- The Superintendent, or designee, is authorized to submit non-expansion amendment requests to the Texas Education Agency consistent with the above resolution.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF IDEA PUBLIC SCHOOLS, ON THE 18TH DAY OF NOVEMBER 2025.

[Signature Page Follows]

IDEA PUBLIC SCHOOLS

Members Voting in Favor of Resolution:

Signed by:
6FF775B55D5A419...
Collin Sewell, Chair

DocuSigned by:
Erich Holmsten
BB3088C379BF49A...
Erich Holmsten, Treasurer

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Lilya Matos, Director

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The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on November 18th, 2025, which Resolution is in full force and effect and has not been revoked or amended.

Signed by:
Eduardo Rivera
8DD22C2785DB409...
Secretary 11/21/2025

BOARD RESOLUTION FOR IDEA PUBLIC SCHOOLS

WHEREAS, the Board desires to modify by non expansion amendment, the Open-Enrollment Charter of IDEA Public Schools (CDN #108-807); and

WHEREAS, 19 Texas Administrative Code § 100.1033(a) states that a Charter "may be revised with the consent of the charter holder by written amendment approved by the commissioner of education …;" and

WHEREAS, the Board desires amend the open enrollment charter of IDEA Public Schools (CDN: 108-807) in conformity with the revisions attached hereto as **Exhibit A**;

NOW, THEREFORE, the Board of Directors IDEA Public Schools, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT:

- The open-enrollment charter of IDEA Public Schools is amended in conformity with the revisions attached hereto as **Exhibit A.**
- The Superintendent, or designee, is authorized to submit a non-expansion amendment request to the Texas Education Agency consistent with the above resolutions.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF IDEA PUBLIC SCHOOLS, ON THE 18 DAY OF NOVEMBER 2025.

[Signature Page Follows]

IDEA PUBLIC SCHOOLS

Members Voting in Favor of Resolution:

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Secretary 11/21/2025

Things to Consider Prior to Starting Workbook

This workbook is meant to support both TIP and TAP development. Differences between the two will be notated within each sheet/tab. The workbook serves as planning tool to assist you when filling out the survey link for the TAP/TIP turn in. Modify the cells as needed - the workbook attempts to follow the survey logic as closely as possible. When filling out this workbook, having an idea of what you will do similar across certain campuses allows you to merge cells to apply one strategy, tactic, etc to a group of campuses. During the submision, you will complete one submission per strategy and have an option at the end to complete an additional submission for additional TIPs, TAPs, strategies, etc.

Directions

1. Fill out the workbook PRIOR to the official link (or choose your own draft tool).
2. If there is criteria for success, it will be posted at the top.
3. Note that not all tabs need to be filled out - this depends on the strategy selected.
4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.
5. Read each tab/sheet carefully.

Question/Prompt	School System Name	Name of the staff member employed by the school system completing this plan submission	Email	What role applies to the person completing this submission?
Additional Instructions				Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
Answer	IDEA Public Schools - Hardy Academy	Alecia Bell	alecia.bell@ideapublicschools.org	District Coordinator of School Improvement (DCSI)

Question/Prompt	School System Name	Name of the staff member employed by the school system completing this plan submission	Email	What role applies to the person completing this submission?
Additional Instructions				Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
Answer	IDEA Public Schools - Hardy Academy	Alecia Bell	alecia.bell@ideapublicschools.org	District Coordinator of School Improvement (DCSI)

Criteria for Success							
Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan? -The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan. -The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting. -The board conducted a hearing regarding the plans for each campus identified for school improvement. -The board posted the plan on the district website prior to the hearing. -The plan is approved by the board. -Written comments from stakeholders, if any, are attached.							
	ASSURANCES ARE THE SAME FOR BOTH TIP/TAP						
Question	**List or copy and paste all SI - identified campuses below**	**Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.**	**I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.**	**I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.**	**I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.**	**I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.**	**Board approval date**
Additional Instructions	List all SI campuses in the district	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	Yes	Yes	Yes	Yes	18-Nov
Answer(s)	IDEA Hardy Academy	In 2024–2025, an **ESF Diagnostic and Local Classroom Review** conducted by Region IV ESC found that for Guiding Questions 1, 2, 4, 5, and 6, protocols were available and application was underway, while Guiding Question 3 indicated application underway without noted protocols; overall, 5 of 6 areas showed that resources and systems are in place and moving toward consistent implementation.	**You will give this assurance at the time of submission through the Qualtrics Survey.**	**You will give this assurance at the time of submission through the Qualtrics Survey.**	**You will give this assurance at the time of submission through the Qualtrics Survey.**	**You will give this assurance at the time of submission through the Qualtrics Survey.**	
		On September 23, 2025, Hardy Academy participated in an **IDEA School Review (Locally Conducted Needs Assessment)** that met the requirements of TEC 39A.053 for a comprehensive school diagnostic. The review identified three guiding priorities essential to strengthening instructional and cultural systems: (1) Systems for culture and instructional practices, including safety procedures, academic block structures, and the frequency and quality of lesson rehearsals with clear "what/how" expectations; (2) Consistent classroom observations with Real Time Coaching (RTC) using the See It, Name It, Do It model for all instructional staff; and (3) Intentional planning for student thinking, academic discourse, and productive struggle within lessons. The review was conducted by regional and district-level executive leaders and aligned to the Effective Schools Framework (ESF), specifically Lever 1 – Effective Leadership and Planning, Lever 3 – Positive School Culture, and Lever 5 – Effective Instruction. Evidence was gathered through examination of lesson internalization practices and feedback, instructional delivery, culture systems, Leadership Core Calendars used to schedule key practices such as lesson rehearsals and classroom observations, leadership development protocols, and classroom walk-through observations. The Hardy School Review highlighted strong curriculum implementation across Math, ELA, Science, and Special Education, with evidence of high student engagement, effective use of materials and manipulatives, and positive rapport between teachers and students. K–2 classrooms demonstrated strong systems, predictable routines, and a safe, literacy-rich environment. Leadership and staff showed a clear commitment to growth, with teachers eager for feedback and leaders modeling instructional excellence. Key priorities moving forward include: Strengthening Systems for Culture and Instructional Practices – Establishing					

Question	List or copy and paste all SI - identified campuses below	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Additional Instructions	List all SI campuses in the district						
Answer(s)	IDEA Hardy Academy	By the end of the 2025–2026 school year, Hardy Academy will achieve **46%** Meets Grade Level or Above in All Grades ELA/Reading STAAR Performance.	By the end of the 2025–2026 school year, Hardy Academy will achieve **49%** Meets Grade Level or Above in All Grades Math STAAR Performance.	ELA/Reading: The campus will earn **67% (8/12)** Component Points in Academic Achievement for Domain III in 2025–2026. Math: The campus will earn **58% (7/12)** Component Points in Academic Achievement for Domain III in 2025–2026.	ELA/Reading: The campus will earn **58% (7/12)** Component Points in Growth Status for Domain III in 2025–2026. Math: The campus will earn **75% (9/12)** Component Points in Growth Status for Domain III in 2025–2026.	The campus will earn **50% (2/4)** Component Points toward the ELP Status Component in Domain III for the 2025–2026 school year.	The campus will earn **50% (8/16)** Component Points for the Student Success Status Component in Domain III during the 2025–2026 school year.

Criteria for Success
Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less? -The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111. -There is appropriate support dedicated to strategy implementation and capacity building: +There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR +If district or campus staff members are named as the capacity builder, there is evidence that these staff members: -Have a track record of success in school turnaround -At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question	To which campus or campuses does this strategy apply?	Please select the strategy or strategies you will implement for this campus/these campuses	Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	How many district staff members will you be reporting capacity building information for?	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	5.5 Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).
Additional Instructions	List all SI campuses in the district	Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart),School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focsued Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focsued Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)	SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)	You can report up to 15 district staff members.	**ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED (column F on this page)**	**ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).**
Answer(s)	IDEA Hardy Academy	**Intensive Curriculum & Instruction Improvements** Each capacity-building activity outlined in the plan aligns with one or both of these strategic priorities. Activities related to Effective Observation, Feedback, and Coaching strengthen leader and teacher capacity through consistent observation cycles, targeted feedback, and real-time coaching support. Activities tied to Effective PLC and Lesson Internalization enhance instructional planning and teacher collaboration by deepening lesson understanding, ensuring alignment to standards, and promoting student-centered instructional practices. Together, these focus areas build the foundation for sustained instructional excellence and continuous improvement across the campus.	Our school system has not been awarded a grant to support this strategy	Our school system has not been awarded a grant to support this strategy	Alecia Bell, District Staff	1	In this role, approximately 80% of the Vice President of School Improvements responsibilities are devoted to executing the district's school improvement strategy. Her work includes guiding campuses through the Effective Schools Framework (ESF), addressing identified needs within turnaround plans, and coordinating regional and national supports to ensure aligned execution. She provides direct coaching and training to campus and district leaders to strengthen leadership planning and build effective systems for instruction, data use, and operational excellence. Mrs. Bell offers ongoing feedback, collaborates closely with executive directors, regional superintendents, and Vice Presidents of Schools, and plays a critical role in ensuring continuous improvement across priority campuses.	The Vice President of School Improvement brings extensive, proven experience in leading and supporting school improvement across multiple leadership roles. As a principal, she successfully turned around two historically underserved and underperforming campuses in the Houston Independent School District, **Hartsfield ES and Gregory-Lincoln K-8.** In her work she moved both campuses from Improvement Required to Met Standard and earning distinctions. As a School Support Officer (principal supervisor) and Executive Director of Instruction, she supported 14 campuses over six years, guiding them out of school improvement status and ensuring they met all turnaround requirements, this portfolio also includes one alternative education campus who had not met standard in over 6 years moved from F to C (**High School Ahead Academy**). Additionally, she supported the work of moving **Fleming MS** from a rating of F to B. In her role as Executive Director of School Improvement, serving as the DCSI, Ms. Bell supported multiple campuses within a single district in achieving and sustaining their

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

-The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
-The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
-The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
-The PLC protocol includes time for lesson internalization and student work analysis.

ONLY IF YOU SELECTED C&I, ACE, SCHOOL MODEL CHANGE, OR 1882 AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	List or copy and paste all SI - identified campuses below	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?I	What new curriculum will be adopted?	When will the district adopt the new curriculum?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	How many instructional days are included in the 2025-2026 calendar?
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools		Yes or No Select yes, go to column G Select no, go to column E					
Answer(s)	Hardy Academy	The adopted math curriculum is Bluebonnet Math, and the adopted ELAR curriculum is Wit & Wisdom.	Yes, the math curriculum will continue to be implemented throughout the duration of the plan; however, research is underway to explore potential ELAR curriculum changes for the second year (2026–2027) of the school improvement strategy.	N/A	The HQIM was addopted during the Spring of 2025.	Math: The curriculum is recommended to be implemented with 350 instructional minutes per week. ELAR: The curriculum is recommended to be implemented with 450 instructional minutes per week.	Class periods are 80 minutes each day. This allows sufficient time to implement the curriculum.	The 2025–2026 calendar includes 173 instructional days.

Criteria for Success

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	Please describe the assessment plan for the impacted campus(es)	Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is requried to attend PLCs?
N/A	Bluebonnet Math includes Mid-Module and End-of-Module assessments for each unit, with assessment windows varying by grade level according to module length. In addition, campuses will administer bi-weekly spiral assessments to monitor ongoing mastery. Standards in which students do not demonstrate proficiency will be identified, retaught through spiraled review, and reassessed to ensure growth and retention. Daily exit tickets will be completed at the end of each instructional block. Teachers will record student performance and participate in exit ticket huddles to develop targeted reteach plans. Furthermore, teachers will engage in student work analysis meetings to examine the quality of student responses and address misconceptions. To measure broader progress, campuses will also administer two Interim Assessments (IA) one fall for ELAR and one spring for mathematics, providing data to inform instructional adjustments and intervention	Yes, the campus will implement a weekly PLC structure.	Yes, the campus will implement a structured PLC process. Teachers plan by grade level; therefore, each PLC consists of the grade-level content teacher, the campus instructional leader, the Regional content leader, and, when accessible, a National content leader. Teachers are required to submit lesson internalization plans each Monday after reviewing the scripted curriculum and units. By Wednesday, Assistant Principals of Instruction (APIs) provide feedback to teachers, and Regional content coaches review the quality of this feedback to ensure alignment with instructional expectations. Teachers also participate in Exit Ticket huddles, during which they analyze student performance and submit next instructional steps based on Exit Ticket data. PLCs include student work analysis to identify misconceptions, plan targeted reteach strategies, and refine instructional delivery. Priority teachers receive side-by-side planning support with their content APIs, including lesson rehearsals before delivering Tier 1 instruction.	PLCs occur weekly, and each component of the PLC process is implemented on a weekly basis. Across the two years of implementation, the current PLC process and mechanisms will continue as established. However, adjustments may be made based on teacher proficiency levels or an increase in novice teachers to ensure differentiated support and effective collaboration. Teachers demonstrating strong proficiency in leading PLCs will be considered for expanded teacher leadership opportunities.	PLCs are facilitated weekly by campus Assistant Principals of Instruction (APIs), in collaboration with regional content coaches. When additional support is needed, national content leaders are engaged as side-by-side collaborators.	Teachers and Assistant Princpals of Instruction are required to attend PLCs. Additionally, tutors and intervention support teachers aquired through school improvement funds are also required to attend PLCs. The campus principal attends for coaching support and feedback.
N/A	Blue Bonnet Math and Wit and Wisdom have a Mid Module assessment for each module, as well as an End-of-Module assessment. Assessment days vary by grade level acccording to the length of the unit.	The campus has the following PLC structure: Tuesdays leaders and teachers meet for lesson planning and alignment.	PLC's are organized by grade level and are held during teachers' planning.	Lesson planning PLCs occur weekly on Tuesdays.	Assistant Principals facilitate the planning sesions.	Teachers and Assistant Princpals are required to attend PLCs. The Principal also attends and Regional Math Coaches occassionally attend.

		Thursdays and Fridays leaders facilitate lesson rehearsals with teachers to allow practice and coaching before lesson implementation. Priority math and Reading teachers also have morning lesson rehearsals three days each week that emcompass the lesson they will implement that day.	Lesson rehearsals incldue the one math or reading teacher on each grade level and the Assistant Principal.	For priority teachers, lesson rehearsals happen at least 4 days each week. For non-priority teachers, rehersals happen 1-2 days each week.	Assistant Principals facilitate the rehearsals.	Teachers and Assistant Princpals are required to attend PLCs. The Principal also attends. National and Regional Math Coach occassionally attend.
		Faculty professional development occurs each Tuesday for one hour based on campus needs and data. Team, we hold PD and staff meetings after school on Tuesdays. Today we will work on PLC norms and the PD schedule. 1st Tuesday, 4:30 – 5:30 = Content PD 2nd Tuesday, 4:30 – 5:30 = Special Pops/ or data 3rd Tuesday, 4:30 – 5:30 = Practice Clinics 4th Tuesday, 4:30 – 5:30 = Lesson and Unit Unpacking	Teachers of all grades and contents attend; however, teachers work with others in the same content.	Campus professional development sessions occur weekly on Tuesdays.	Professional development sessions are either led by Princpal, Assistant Principal and/or teacher leaders.	Lead teachers, counselors, Assistant Principals and the Princpal are required to attend 100% of the sessions, Co-Teachers are chosen for certain sessions that are relative to the scope of their positions.

Please describe the PLC protocol to be used

The campus will utilize a structured PLC protocol focused on lesson internalization, data analysis, and instructional planning. Each weekly PLC will follow a consistent cycle:

Lesson Internalization: Teachers review upcoming lessons, identify key instructional moves, and anticipate areas of student misunderstanding. APIs and regional content coaches provide feedback to ensure alignment to curriculum and rigor.

Exit Ticket and Data Analysis: Teachers analyze Exit Ticket results and student work to determine mastery levels, identify trends, and plan targeted reteach or extension strategies.

Student Work Analysis: Teachers collaboratively examine samples of student work to identify misconceptions and plan adjustments to instruction, including questioning techniques and opportunities for productive struggle.

Rehearsal and Practice: Priority teachers engage in lesson rehearsals, during which leaders model, provide feedback, and allow teachers to practice delivery before implementing Tier 1 instruction.

The protocol is facilitated by APIs, supported by regional content coaches, and, when needed, national content leaders to ensure instructional consistency, data-driven decisions, and alignment to ESF expectations.

The campus currently utilizes the Guidepost for Excellent Teaching (GET)—the district's teacher appraisal and development system—as the foundation for side-by-side planning and instructional coaching. The GET is a rubric used to determine the level of proficiency in lesson planning, student engagement, and instructional delivery. This protocol ensures that lesson planning, execution, and feedback are aligned to high-quality instructional expectations.

Pre-Work Completed Prior to Side-by-Side Planning:
Teachers and leaders routinely:
Identify the upcoming week's lessons using the teacher's scope and sequence.
Identify lesson objectives and corresponding state standards from the Module/Unit Addendum in Curriculum Corner.
Complete exemplar student responses for lesson assessments.
Review the accommodations snapshot for the class to ensure supports for all learners.
During the Side-by-Side Planning Meeting (Aligned to GET 1B – Lesson Internalization):
See It: The leader walks the teacher through the lesson internalization protocol and models the priority strand of GET 1B.
Name It: The leader prompts the teacher to identify and stamp the action step aligned to the prioritized GET 1B strand.
Do It – Plan: The teacher revises or plans the lesson action step with guidance from the leader.
Do It – Practice (Optional): The leader and teacher rehearse instructional delivery focused on the GET 1B strand.

The district maintains a comprehensive Assessment Plan and Calendar for the academic year, which outlines all campus-based, district, and state assessment windows. This calendar includes key benchmark, interim, and STAAR testing dates, as well as assessment administration timelines for progress monitoring and intervention planning. The campus aligns instructional pacing and data review cycles directly to this district assessment calendar to ensure consistency and fidelity across all grade levels and content areas.Leaders names the most pressing problem/trend and the focus of the rehearsal. Teacher rehearses the "I Do" section (or another key lesson component) of the lesson. · Leader models the skill · Leader pauses at the point of error to provide real time coaching as needed. Teacher restates the feedback that was provided and thinks about how to implement the feedback in the 2nd round of practice.· Leader informs teacher of what follow up will look like during observations.
Teachers arrive at 4:30 with specified deliverables. Leader will present new learning to teachers and they wil eithe take notes, complete action steps to practice, etc. The last 15-20 minutes is for practical application of the learning where teachers have time to either work independently or with content teachers on plannng and implementation.

Criteria for Success						
Does the plan ensure that administrators and teachers receive appropriate job-embedded training? -Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy. -Teachers receive upfront/initial training on key elements of the school improvement strategy. -Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly. -The observation tool includes research-based instructional strategies (RBIS) look fors. -The observation tool includes look fors related to implementation of approved curriculum. -The capacity building/professional development (PD) plan matches the current state of talent at the campus. +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role. +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success. +There is a plan to differentiate and/or increase support for uncertified teachers.						
DO NOT INCLUDE TEXAS PARTNERSHIP STRATEGY, ACE, OR GRADUATION RATE STRATEGY CAMPUSES						
Question	**List or copy and paste all SI - identified campuses below**	**Please describe your planned training/PD sessions (and who delivers and attends) for:** **-Principal manager** **-Principal** **-Other campus admin (assistant principals, instructional coaches)** **-Teachers**	**How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?**	**What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?**	**How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?**	**What capacity building supports related to supporting students in special populations will teachers and administrators receive?**
Additional Instructions	List all SI campuses in the district excluding Texas Partnership, ACE, or Graduation Rate					
	IDEA Hardy Academy	**RELAY Coaching & Development Cycle** **Provider:** Relay Graduate School of Education **Audience:** Principal Supervisors, Principals, Assistant Principals of Instruction (APIs) **Session Timeline:** July 2025 - May 2026; June 2026 - June 2027 Year 2 Implementation **Description:** Principals and Vice President of Schools receive direct training from Relay Graduate School of Education in the Coaching and Development Cycle. This training focuses on building leader capacity in real-time coaching, practice-based feedback, and the use of structured coaching protocols. Throughout the 2025–26 school year, leaders will continue engagement with Relay through coaching labs, modeling sessions, and leadership practice. Principals will then cascade this learning to Assistant Principals of Instruction (APIs), who will apply Relay methods during "PLC" Structures, lesson internalization meetings, real-time feedback conversations, and rehearsal-based coaching with teachers. The Relay model becomes a foundational approach to leadership coaching, ensuring all	Leaders with less than two years of experience or those identified as needing additional support will receive intensified and side-by-side coaching directly from the Vice President of Schools. These leaders will participate in extended Relay practice labs with added modeling, rehearsal, and guided feedback. They will also engage in shadow coaching to observe real-time corrective feedback in action. To accelerate growth, they will receive increased observation and coaching touchpoints, up to two or three times per week, focused on mastering Relay competencies such as delivering precise feedback, addressing instructional misconceptions, and leading rehearsal-based development sessions.	Implementation of Relay coaching practices will be evaluated using leadership coaching logs, PLC and internalization observation forms, and real-time coaching rubrics. Look-fors will include the use of Relay coaching language (such as probe, praise, correct), evidence of live corrective feedback, rehearsal-based coaching structures, and alignment between leader feedback and teacher practice during instructional implementation.	Teachers will receive weekly informal observations with targeted feedback based on Relay coaching protocols. Priority or developing teachers will receive increased observations—up to three times per week—with real-time coaching support from instructional leaders. Daily informal power walks will be used to reinforce specific instructional strategies, and coaching corrections will be delivered in the moment to ensure immediate application of Relay practices.	Leaders will be trained to apply Relay coaching protocols to scenarios involving special populations, including SPED and Emergent Bilingual, students. Coaching sessions will model how to address instructional scaffolds, language supports, and behavior interventions during feedback and rehearsal. Administrators and teachers will receive guidance on using corrective feedback to adjust instruction for diverse learners and will collaborate with intervention teams to ensure alignment between coaching practices and student support plans.
		RBIS – Research-Based Instructional Strategies **Provider:** Region 1 Education Service Center Audience: Principals, Assistant Principals of Instruction (APIs), Regional Content Coaches **Session Timeline:** **Description** Principals, Assistant Principals of Instruction, and Regional Content Coaches will receive training from Region 1 Education Service Center on Research-Based Instructional Strategies (RBIS) in Reading and Math. This training focuses on improving instructional delivery through evidence-based practices that enhance clarity, modeling, scaffolding, and student engagement. Regional Coaches will attend alongside campus leaders to ensure alignment in coaching language, modeling expectations, and walkthrough feedback. APIs will use RBIS strategies during lesson internalization meetings, side-by-side coaching, lesson rehersals, and ongoing teacher coaching. Teachers will not attend the initial region service center training directly but will receive the strategies through leadership-led professional development, coaching, rehearsal, and feedback cycles. RBIS will serve as a support to the Guidepost of Effective Teaching (GET) foundation for classroom expectations, strengthening lesson design, instructional delivery, and student outcomes across campuses.	**Differentiation of RBIS Training for Inexperienced and/or Ineffective Teachers & Leaders** Inexperienced and ineffective leaders/teachers will receive layered support in RBIS through additional modeling, scaffolded planning templates, and guided practice on core instructional strategies such as modeling, checking for understanding, and scaffolding. These leaders will participate in small-group coaching sessions with Regional Content Coaches and will rehearse RBIS moves before implementing them with teachers. Increased observation and feedback cycles will be provided to reinforce RBIS application during lesson internalization, PLC facilitation, and classroom walkthroughs.	Implementation of RBIS will be evaluated using classroom walkthrough tools, data extracted from School Status, leadership coaching logs, and student work analysis protocols. Key look-fors will include the use of modeling and guided practice, checks for understanding, scaffolding strategies, and alignment of instructional delivery to lesson objectives. Evidence of teacher adjustment based on student responses and the use of corrective feedback will also be monitored.	Teachers will receive weekly informal walkthroughs with feedback focused on RBIS implementation, including modeling, CFUs, and scaffolding. Priority or developing teachers will be observed up to three times per week to ensure consistent use of RBIS strategies in instruction. Real-time coaching and corrective feedback will be provided during planning meetings, PLCs, and classroom practice to reinforce RBIS routines and teacher execution. In addition, Assistant Principals of Instruction (APIs) will receive coaching from Regional Team members trained in RBIS to ensure continuity of practice from leader development to classroom implementation across all content areas.	Teachers and leaders will receive support in applying RBIS strategies to instruction for special populations, including EB, SPED, and 504 students. Training will include how to scaffold instruction, adjust questioning, and provide language supports within core lessons. Regional Coaches will model how to use RBIS strategies during intervention planning and student work analysis to ensure instruction is responsive to diverse learning needs. APIs and teachers will also receive guidance on integrating RBIS with MTSS interventions to strengthen support for students requiring additional academic or behavioral assistance.
		Kagan Cooperative Learning & Engagement Structures **Provider:** Kagan Institute **Audience:** Principals, Assistant Principals of Instruction (APIs), Teachers (via certified trainers) **Description:** Principals and Assistant Principals of Instruction will be directly trained by the Kagan Institute on cooperative learning structures designed to increase academic engagement, student interaction, and accountable talk. This training equips leaders with practical strategies such as Rally Robin, Quiz-Quiz-Trade, Round Robin, and Think-Pair-Share. Leaders will internalize and model these structures during PLCs, professional development sessions, and walkthrough coaching. Teachers will receive Kagan strategies through certified Kagan trainers or Kagan-trained district staff, ensuring consistency in classroom implementation. APIs will be responsible for coaching teachers in selecting and embedding Kagan structures during lesson planning, rehearsal, and observation feedback. This training ensures a shift from teacher-led delivery to student-centered engagement across every classroom.	Inexperienced or ineffective teachers and leaders will receive additional modeling and guided practice on Kagan structures to ensure correct implementation of engagement strategies. These individuals will participate in small-group practice sessions focused on scripted cooperative structures such as Rally Robin, Quiz-Quiz-Trade, and Turn & Talk. Instructional leaders will provide side-by-side coaching during lesson planning and rehearsal to support timing, partner setup, and student accountability. For those who continue to struggle with implementation, the Engaging All Students one-pager will be provided as supplemental support to reinforce expectations and offer visual guidance on Kagan engagement routines.	Implementation of Kagan strategies will be evaluated using classroom walkthrough tools and student engagement observation checklists. Key look-fors will include visible use of cooperative structures, student-to-student interaction, equitable participation, structured talk routines, and teacher facilitation of active engagement rather than passive delivery. Observers will also look for correct setup of pairs or teams, expected verbal/physical response formats, and evidence that every student is accountable for participation.	Teachers will receive weekly informal walkthroughs with feedback focused on the use of Kagan cooperative structures and student engagement routines. Priority or developing teachers will be observed up to three times per week to ensure consistent implementation of engagement strategies such as Rally Robin and Turn & Talk. Daily power walks will be used to reinforce specific engagement techniques, with real-time coaching provided to adjust pacing, partner setup, or questioning during lessons.	Teachers and leaders will receive guidance on adapting Kagan structures to support special populations, including SPED, EB, and 504 students. Training will emphasize how to modify partner assignments, scaffold language supports, and embed sentence stems to ensure all learners can engage in cooperative structures. Regional Coaches will model how to use Kagan routines to increase participation for students with language or processing needs, and the Engaging All Students one-pager will be used as a resource to reinforce inclusive engagement practices.

	Batch Coaching for Leaders **Provider:** VP of Schools & Regional Coaches **Audience:** Principals and Assistant Principals of Instruction (APIs) **Session Timeline: Sept 2025** **Description:** Batch Coaching sessions are facilitated by the Vice President of Schools and Regional Coaches to strengthen instructional leadership capacity among Principals and Assistant Principals of Instruction. These sessions focus on core coaching strands such as lesson internalization, Know-Do chart development, and real-time coaching, Leaders engage in practice-based learning rather than passive training, rehearsing how to deliver high-quality feedback, co-plan with teachers, and correct instructional misconceptions during live lessons. Batch Coaching provides a collaborative, small-group environment where leaders observe modeling, practice coaching moves, and receive direct feedback to sharpen their instructional leadership execution. The intent is to ensure every campus leader can coach teachers with precision, clarity, and urgency.	**Inexperienced Leaders (Less than 2 Years in Role)** These leaders will receive enhanced scaffolding and foundational guidance during Batch Coaching sessions, including: Pre-Work Orientation: Introduction to core coaching tools such as Know-Do Charts, lesson internalization protocols, and feedback frameworks. Model & Imitate Cycles: Direct modeling by Regional Coaches followed by structured practice with scripts. Side-by-side Coaching: Step-by-step coaching rehearsals before implementing with teachers. **Ineffective or Developing Leaders** Leaders who have demonstrated gaps in implementation or performance will receive high-touch,	The following tools will be used to assess whether training practices are being implemented with fidelity: G-E-T Rubric Input (School Status) Leadership Quick Check Reports Feedback from Lesson Internalization Feedback from Student Work Analysis Protocol Implementation	Each teacher will receive ongoing observation and feedback through a layered system of daily, weekly, and formal coaching structures. The frequency and intensity of support will increase based on teacher need and priority status. **Standard Frequency for All Teachers** Daily Informal Power Walks with a focus on specific instructional strategies (e.g., engagement, questioning, lesson execution) Weekly Informal Observations with actionable feedback **Increased Frequency for Priority Teachers (Inexperienced or Ineffective)** Three observations per week (minimum), each with targeted instructional feedback Daily Real-Time Coaching using live correction, modeling, and rehearsal Increased touchpoints through lesson rehersals to reinforce strategy execution	To build capacity in supporting students within special populations, designated school leaders will participate in specialized Point-Person Webinars focused on EB, CSI, 504, and PBIS responsibilities. These sessions provide critical updates on compliance requirements, intervention protocols, and case management practices. Leaders receive guidance on progress monitoring expectations and referral processes, including Intervention Requests, ARD procedures, and RTI documentation, ensuring accurate and timely support for students. In addition to these webinars, administrators and instructional leaders will engage in MTSS and intervention training delivered by the Regional Team and the Education Service Center. This
	VPS Collaborations (Executive-Level Leadership Development) **Provider:** National Vice President of Schools **Audience:** Vice Presidents of Schools (VPS) Session Timeline: **Description:** VPS Collaborations are high-level executive leadership sessions facilitated by the National Vice President of Schools. These sessions focus on strategic leadership priorities such as Path to an A and Rigor Threats, equipping Vice Presidents of Schools with the tools to drive consistent performance across regions. The collaborative format provides space for structured problem-solving, data analysis, leadership scenario planning, and accountability alignment. VPS participants engage in reflective dialogue, share implementation challenges, and refine strategies for supporting principals and APIs. Unlike technical coaching, VPS Collaborations emphasize executive decision-making, system alignment, and large-scale instructional leadership execution. These sessions ensure a united leadership vision across the organization. Collaboration among Vice Presidents will intentionally align to the two core School Improvement (SI) strategies: Effective Observation, Feedback, and Coaching and Effective PLC and Lesson Internalization. Performance management coaching for VPs will include	New or developing Vice Presidents of Schools will receive differentiated support during VPS Collaborations through smaller executive breakout sessions, strategic leadership case studies, and targeted coaching. These VPS leaders will receive direct coaching and support from the National Vice President of Schools and, when necessary, from the Regional Executive Director. This additional layer of support will focus on strengthening executive decision-making, system alignment, performance management, and the execution of regional priorities such as Path to an A and Rigor Threats. Follow-up executive coaching will be provided to reinforce readiness and improve leadership outcomes across regions.	Implementation of executive leadership strategies from VPS Collaborations will be evaluated using executive coaching logs, regional performance dashboards, and leadership alignment trackers. Key look-fors will include clarity of regional priorities, consistency in leadership messaging, progress toward Path to an A goals, response to rigor threats, and alignment between VPS directives and campus execution. Evidence of strategic decision-making, escalation protocols, and follow-through on leadership commitments will also be monitored.	Vice Presidents of Schools will receive executive feedback through bi-weekly strategic check-ins with the National Vice President of Schools or the Regional Executive Director. VPS leaders requiring additional support may receive weekly coaching sessions focused on leadership alignment, regional performance risks, and escalation decisions. Informal leadership touchpoints will occur during national leadership meetings and data reviews to ensure timely calibration and follow-through on organizational priorities such as Path to an A and Rigor Threats.	Vice Presidents of Schools will receive support on overseeing services for special populations through collaboration with national and regional specialists in MTSS, EB, SPED, and 504. During VPS Collaborations, leaders will analyze disproportionality data, review intervention acceleration plans for House Bill 1416 students, and align regional expectations for inclusive instructional practices. VPS leaders will be equipped to hold principals accountable for intervention implementation, progress monitoring, and the allocation of resources necessary to meet the needs of diverse learners across campuses.
	Principal Collab (Leadership Alignment Sessions) **Provider:** VP of Schools and Regional Team Members **Audience:** Principals **Session Timeline:** Sept. 18 **Description:** Principal Collaborations are monthly leadership alignment sessions designed exclusively for Principals to receive focused coaching, professional development, and strategic problem-solving support. Facilitated by the VP of Schools and Regional Leadership Teams, these sessions ensure principals are equipped to lead instructional implementation, manage upcoming priorities, and drive campus performance goals with clarity and coherence. **Each region determines the content focus based on need, but sessions consistently include:** Time to complete required Roadmaps Unpacking upcoming priorities in the Principal Playbook Previewing what's approaching in API trainings to ensure alignment and coherence across leadership teams In addition to planning and alignment, Principal Collaborations provide space for principals to: Analyze campus data and address leadership challenges Calibrate expectations and share best practices	Inexperienced principals (less than two years in role) and principals identified as needing additional support will receive intensified and tiered coaching during Principal Collaborations. These leaders will engage in side-by-side coaching with the VP of Schools, as well as Regional and National Leaders, to rehearse core leadership practices such as PLC facilitation, culture resets, and Roadmap execution. As an additional layer of support, they will work directly with the VP of School Improvement under a scripted plan of improvement to address specific leadership gaps. These principals will also attend Principal Academy sessions and receive targeted breakout support, leadership modeling, and scenario-based practice to build foundational readiness and ensure consistent execution.	Implementation of leadership practices from Principal Collaborations will be evaluated using leadership coaching logs, principal progress monitoring tools, and leadership observation rubrics. Key look-fors will include evidence of strategic planning through completed Roadmaps, facilitation of effective PLCs, execution of culture reset plans, data-driven leadership decisions, and the application of collaboration practices discussed during sessions. Fidelity to follow-up actions and leadership reflection will also be monitored.	Principals will engage in weekly leadership check-ins with the VP of Schools. During these sessions, the VP of Schools will monitor progress and determine whether additional support is needed from regional or national content leads. Principals identified as needing intensified support or placed on a plan of improvement will receive up to two to three coaching sessions per week, including real-time leadership feedback during PLCs, walkthroughs, and culture implementation. Daily informal leadership walkthroughs will also occur to monitor application of strategies introduced during Principal Collaborations.	Principals will receive leadership guidance on supporting special populations through targeted collaboration with regional MTSS, EB, SPED, and 504 point leads. During Principal Collaborations, leaders will participate in sessions focused on designing and monitoring intervention systems, including required intervention and acceleration supports for House Bill 1416 students. Implementation of these supports will be closely monitored by the VP of School Improvement through campus visits conducted at least twice per week, ensuring principals are applying feedback and effectively leading intervention structures. Additional assistance may be allocated from regional or national specialists to strengthen intervention planning, progress monitoring, and data review
	Depth of Knowledge (DOK) Training **Provider:** VP of School Improvement **Audience:** Principals, APIs, Teacher Leaders **Description:** Depth of Knowledge (DOK) training equips instructional leaders and teachers with a framework to assess and elevate the cognitive rigor of instruction and student tasks. Leaders and teachers learn to distinguish between recall-level activities and higher-level strategic and extended thinking, ensuring lesson objectives, questioning, and assignments meet the demands of standards and assessments. Classroom teachers will apply DOK during lesson planning by aligning tasks directly to the TEKS and ensuring Checks for Understanding (CFUs) either match the rigor of the standard or appropriately scaffold toward it. Principals and APIs are trained to identify DOK levels within lesson plans, walkthroughs, and student work samples, using DOK analysis during feedback cycles, planning meetings, and PLCs to push instruction beyond compliance toward deeper reasoning, synthesis, and problem-solving. Depth of Knowledge (DOK) will be facilitated directly by campus and regional leaders to ensure alignment between leader expectations and classroom implementation.	Inexperienced or ineffective leaders/teachers will receive additional support through scaffolded DOK sessions that focus on identifying and designing rigorous questions and tasks. These leaders will engage in guided practice using sample lesson plans and student work to distinguish between DOK levels and rehearse how to push instruction beyond recall. Side-by-side coaching from the VP of School Improvement will be provided to model how to integrate DOK into feedback, walkthroughs, and PLC facilitation. Leaders needing additional support will also receive exemplars and scripted question stems to strengthen their ability to coach teachers toward deeper cognitive rigor.	Implementation of DOK will be evaluated using classroom walkthrough tools, lesson plan reviews, and PLC observation rubrics. Key look-fors will include alignment of lesson objectives to TEKS, use of DOK-aligned questioning, and inclusion of Checks for Understanding that require deeper reasoning rather than recall. Observers will also monitor whether tasks are designed to meet or scaffold toward the cognitive rigor of the standard, and whether leaders are coaching teachers to push student thinking from surface to strategic and extended levels.	Teachers will receive weekly walkthroughs focused on the rigor of questioning, task alignment, and the depth of student responses. Priority or developing teachers will receive up to two to three targeted observations per week to monitor the use of DOK-aligned questioning and TEKS-based scaffolds. Real-time coaching will be provided during lesson internalization meetings and PLCs to reinforce the use of higher-level prompts and Checks for Understanding that push beyond recall.	Teachers and leaders will receive guidance on adapting DOK-aligned questions and tasks to support special populations, including EB, SPED, and 504 students. Training will include strategies for scaffolding rigor using language supports, visual cues, and structured response frames to ensure all students can access higher-order thinking tasks. Leaders will be coached on how to analyze student work from special populations using DOK criteria and how to adjust TEKS-aligned checks for understanding to promote equitable access to cognitive rigor.

	MTSS Leadership Training **Provider: Houston Regional Team &** Region Education Service Center (Region Service Center) **Audience:** Principals, APIs, Counselors, MTSS/Student Support Teams, Teachers **Session Timeline: July 16, Sept 11 (Org. Priority) - June 2027** **Description** Multi-Tiered Systems of Support (MTSS) training was initially delivered by the Regional Team to establish foundational systems for identifying, monitoring, and responding to students' academic, behavioral, and social-emotional needs. This initial phase focuses on building campus leadership competency in Tier 1 instructional supports, Tier 2 intervention protocols, and Tier 3 individualized planning. Following the Regional Team's training, the Education Service Center reinforces and deepens campus capacity through ongoing sessions, calibration support, and technical assistance. These follow-up trainings emphasize data-driven decision-making, progress monitoring tools, intervention scheduling, and consistent documentation practices.	Inexperienced leaders and leaders identified as needing additional support will receive enhanced MTSS coaching through smaller cohort training, targeted intervention planning sessions, and side-by-side support from Regional MTSS specialists. These leaders will be guided through model intervention meetings and progress monitoring protocols with additional time allocated for practice and feedback. The VP of School Improvement and Regional Team members will provide individualized coaching on Tier 1–3 systems, documentation procedures, and intervention referrals to ensure readiness and accurate execution of MTSS responsibilities.	Implementation of MTSS practices will be evaluated using intervention tracking tools, campus MTSS implementation rubrics, and leadership coaching logs. Key look-fors will include evidence of scheduled intervention meetings, use of progress monitoring data, proper documentation of Tier 2 and Tier 3 supports, and alignment of services for House Bill 1416 students. Observers will also monitor academic block placement and reassignment decisions based on student need or improvement, ensuring that intervention time is data-driven and responsive. Fidelity to intervention referral processes, collaboration with counselors, SPED, and EB teams, and follow-up actions for student support plans will also be reviewed.	Leaders will receive weekly check-ins focused on MTSS implementation, with priority leaders receiving up to two to three monitoring sessions per week. During campus visits, the VP of School Improvement and Regional MTSS specialists will review intervention logs, academic block rosters, and reassignment decisions based on student need or improvement. Daily informal walkthroughs will be used to monitor Tier 1 instructional supports, including the application of lesson internalization feedback, scripting of student groupings, and scaffolds built for EB, SPED, and struggling learners. Teacher execution will also be tracked through engagement monitoring labs to ensure interventions are being applied consistently in classrooms.	Teachers and leaders will receive targeted capacity-building support focused on serving special populations through MTSS intervention planning, data analysis, and collaborative problem-solving. Regional teams will provide guidance on designing Tier 1 scaffolds, Tier 2 intervention groups, and Tier 3 individualized plans for EB, SPED, 504, and House Bill 1416 students. Ongoing support will include modeling how to incorporate language supports, behavioral strategies, and progress monitoring tools into daily instruction. Leaders will be coached on how to align intervention decisions with lesson internalization, student grouping, and academic block placement to ensure students with the greatest needs receive accelerated support.
	Content-Specific Professional Development (PD) **Provider:** Assistant Principals of Instruction, Regional Content Coaches, National Content Teams, or External Subject Experts **Audience:** Assistant Principals of Instruction (APIs), Teacher Leaders, Reading/Math/Science Teams **Session Timeline:** **Description** Content-Specific Professional Development focuses on deepening instructional leaders' and teachers' expertise in core subject areas such as Reading, Math, and Science. These sessions are led by Regional Content Coaches, National Content Teams, or certified subject-area experts. Training includes standards alignment, unit internalization, assessment calibration, error analysis, and student work protocols. Leaders learn how to guide teachers in delivering content with accuracy, rigor, and clarity. APIs will integrate content training into PLCs, lesson rehearsals, and walkthrough coaching. Principals will monitor implementation through lesson observations and student outcomes. This PD ensures that instructional leadership is not generic but grounded in discipline-specific best practices.	Inexperienced and ineffective APIs and teacher leaders will receive additional support through scaffolded content sessions, extended planning labs, and guided unit internalization. These leaders will participate in small-group coaching with Regional Content Coaches to build foundational content knowledge and rehearse discipline-specific practices such as modeling, error analysis, and assessment alignment. For those who need additional support, side-by-side coaching will be provided, along with exemplar lesson models and scripted content protocols to build accuracy and confidence in leading PLCs and content rehearsals.	Implementation of Content-Specific PD will be evaluated using content walkthrough tools, PLC observation forms, and student work analysis protocols. Key look-fors will include alignment of lessons to standards, accuracy of content delivery, use of content-specific academic vocabulary, and evidence of instructional adjustments based on error analysis. Observers will also monitor teacher use of discipline-based questioning, modeling of exemplars, and integration of assessment data to inform instructional decisions.	Teachers will receive weekly informal walkthroughs focused on the implementation of content-specific strategies introduced during PD sessions. Priority or developing teachers will receive up to two to three observations per week to monitor the accuracy of content delivery, questioning techniques, and corrective modeling. Instructional leaders will provide real-time feedback during PLCs, lesson rehearsals, and classroom practice to ensure content knowledge is translated into instructional execution with rigor and clarity.	Teachers and leaders will receive support on adapting content instruction to meet the needs of special populations, including EB, SPED, and 504 students. Content PD will include guidance on scaffolding complex texts, providing language supports, and redesigning assessment items to accommodate varied learner needs. Regional Content Coaches will model how to embed accommodations and differentiation into unit plans, while instructional leaders will use student work analysis to identify gaps and adjust instruction for targeted groups. Content-specific intervention strategies will also be reinforced to align with MTSS plans and House Bill 1416 acceleration requirements.
	API Academies **Provider:** VP of Schools, Regional Leadership Teams, and National Content Teams **Audience:** Assistant Principals of Instruction (New APIs and Returning APIs Needing Additional Support) **Session Timeline:** Begins in June (BOY Academies) with Ongoing Monthly Sessions **Description:** API Academies are designed to build foundational leadership capacity for Assistant Principals of Instruction, ensuring they are prepared to lead instructional coaching, facilitate data-driven classrooms, and manage key academic systems. New APIs (less than two years in role) and returning APIs who require targeted development are selected to participate, with attendance determined by Vice Presidents in collaboration with campus Principals. **The Academy includes three key components:** Webinars + Roadmaps (½ Day Sessions): Focus on operational leadership, including GET Certification Modules, Manager Talent Reviews, EB Supports, and SAF referrals. APIs who serve as EB, 504, CSI, or PBIS point people must attend specialized point-person webinars. Intellectual Prep (½ Day Sessions): Builds APIs'	APIs with less than two years of experience or those identified as needing additional support will receive intensified coaching through additional breakout sessions, extended rehearsal time, and side-by-side leadership support during academy sessions. These APIs will be assigned targeted coaching from Regional Leaders and the VP of Schools, focusing on foundational leadership competencies such as time management, feedback delivery, and PLC facilitation. Where necessary, APIs may also receive supplemental practice labs and leadership playbooks, and may be assigned a scripted development plan to address specific performance gaps.	Implementation of API Academy training will be evaluated using leadership coaching logs, PLC facilitation rubrics, and observation feedback tools. Key look-fors will include alignment of API-led planning sessions to content standards, delivery of precise instructional feedback to teachers, effective facilitation of student work analysis, and use of time and task management systems introduced during academy sessions. Observers will also monitor the API's ability to lead data discussions, manage teacher accountability, and implement leadership practices reinforced in academy modules.	APIs will receive weekly leadership coaching check-ins focused on their implementation of academy competencies, including PLC leadership, lesson internalization support, and feedback delivery. APIs requiring additional support or identified as developing will receive two to three coaching observations per week from Regional Leaders or the VP of Schools, with real-time adjustments provided during planning sessions, walkthroughs, and leadership huddles. Informal leadership touchpoints will occur daily to verify execution of systems such as teacher progress monitoring, data meetings, and rehearsal practices introduced in academy sessions. Leaders will aslo be required to engage in self-reflection via quick checks in order to self monitor.	APIs will receive training on supporting special populations through targeted modules and point-person webinars focused on EB, SPED, 504, and MTSS responsibilities. Academy sessions will include guidance on integrating scaffolds into lesson planning, using intervention data to support House Bill 1416 acceleration requirements, and aligning teacher coaching to student needs. Regional Content Leads and MTSS specialists will provide APIs with tools for monitoring progress, facilitating intervention meetings, and ensuring instructional adjustments are applied consistently across classrooms to support diverse learners.

Criteria for Success		
How will the strategy be implemented? -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. -Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles. -Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.		
Question	**List or copy and paste all SI - identified campuses below**	**Please share the key milestones for this strategy**
Additional Instructions	List all SI campuses in the district	Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.
Answer(s)	IDEA Hardy Academy	Final_Hardy Academy TAP Milestone Document Draft10.17.25.docx

Criteria for Success
Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity? -There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence. -The response describes: +Who will review progress towards milestones, +How frequently progress is reviewed, +How progress data will be collected, and +How it is shared with district leadership and other relevant stakeholders

Question	List or copy and paste all SI - identified campuses below	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
Additional Instructions	List all SI campuses in the district					
	IDEA Hardy Academy					
		During the "Just a Goal 'G' Meetings," campus principals, assistant principals of instruction, counselors, and assistant principals of operations presented their school improvement goals, strategies, and progress monitoring milestones to the Regional Superintendent, Vice President of School Improvement, Regional Executive Director, Vice President of Schools, Regional Director, and regional instructional coaches. The purpose of these meetings was to receive targeted feedback on the quality and alignment of goals and strategies.	Stakeholders responsible for reviewing progress toward milestones through this mechanism include the Regional Superintendent, Vice President of School Improvement, Regional Executive Director, Vice President of Schools, Regional Director, and regional instructional coaches.	Through this annual mechanism, milestones are presented and reviewed as part of the goal and strategy presentation process.	Milestone progress data will be collected through multiple monitoring systems, including observation and feedback trackers, coaching logs, PLC documentation, interim assessment results, and MTSS intervention progress reports. The principal will follow up with each lead team member during weekly check-ins and tactical meetings to ensure action plans are being implemented with fidelity. Progress Toward Goal (PTG) meetings will be held after Quarter 2 and Quarter 3 to review collected data, evaluate milestones, and adjust plans based on evidence of progress and student outcomes.	Milestone progress and data will be shared during Progress Toward Goal Meetings, where campus leaders and regional/national leadership teams reconvene to review data aligned to the campus's academic and cultural goals. Progress toward goals, milestones, and milestone checkpoints will serve as key indicators of progress and success.
		On September 23, 2025, the campus participated in an IDEA School Review that met the requirements of TEC 39A.053 for a comprehensive local diagnostic. This annual School Review, conducted for priority campuses, serves as a formal quality audit and is used as the local diagnostic process in the 2025–2026 school year. Findings from the School Review established the baseline for school improvement and directly informed milestone development in the turnaround plan.	Progress toward milestones will be reviewed by the School Review team, which includes the Regional Superintendent, Vice President of School Improvement (VPSI), Vice President of Schools, Regional Executive Director, and regional instructional coaches. These district and regional leaders collectively analyze findings from the School Review to determine whether the campus is making sufficient progress toward its turnaround milestones. Campus principals and Assistant Principals of Instruction (APIs) are also responsible for responding to feedback and adjusting campus action steps based on the priorities identified during the review. This joint accountability between campus and regional leadership ensures that milestone progress is continuously aligned to the expectations established through the local diagnostic process.	Progress toward milestones identified in the School Review will be formally reviewed on an annual basis during the comprehensive School Review cycle, with follow-up monitoring occurring during scheduled leadership check-ins and quarterly data meetings. While the School Review establishes the baseline and priorities for the year, district and regional leaders revisit these priorities throughout the year to ensure that corrective actions are being implemented and that milestones remain on track.	Milestone progress data will be collected through the evidence gathered during the School Review process, including classroom observations, teacher and leader interviews, lesson internalization artifacts, Leadership Core Calendars, coaching and feedback documentation, and student culture systems. Review teams analyze instructional delivery, planning practices, culture implementation, and leadership systems against the priorities identified in the local diagnostic. This evidence is used to assess the extent to which the campus is implementing strategies tied to turnaround milestones and to determine whether progress is on track, stalled, or in need of targeted intervention.	Milestone progress data gathered through the School Review will be shared with district leadership and stakeholders through multiple communication and accountability structures. Formal feedback is delivered during post-review debrief sessions with campus and regional leadership, where findings and priority actions are documented and aligned to turnaround milestones. Progress updates are then revisited in leadership tacticals and principal check-ins, where action steps and implementation evidence are monitored. For broader stakeholder engagement, data will also be shared during family engagement events and campus data conferences to ensure transparency around academic and cultural goals. In addition, milestones tied to instructional practice are reinforced through ongoing teacher coaching cycles, ensuring that classroom-level implementation remains aligned to expectations set during the School Review. This layered approach ensures that progress toward milestones is communicated clearly, owned
		District and campus leaders will monitor the successful implementation of this plan through structured Progress Toward Goal (PTG) meetings. During the PTG meeting, leaders and campus teams engage in a consultancy-style protocol where they present outcome data, receive feedback, and are asked probing questions to deepen their analysis and refine their strategies.	Progress toward milestones will be jointly reviewed during Progress Toward Goal (PTG) meetings by the Executive Director (ED), Vice President of School Improvement (VPSI), Vice President of Schools, campus principals, and Assistant Principals of Instruction (APIs), with oversight and support from regional and national leadership teams.	Progress toward milestones will be formally reviewed during Progress Toward Goal (PTG) meetings held after Quarter 2 and Quarter 3. These mid-year and spring reviews allow district and campus leaders to assess the effectiveness of implemented strategies, analyze outcome trends, and determine whether current action steps are sufficient to meet end-of-year goals.	Milestone progress data will be collected through the PTG pre-work and Outcomes–Causes–Solutions (OCS) analysis completed by each campus leader prior to the meeting. Leaders will gather and submit key evidence, including formative assessment results, interim data, coaching and observation logs, PLC artifacts, and implementation progress toward action steps. During PTG sessions, this data is presented, analyzed, and refined through feedback and questioning, ensuring that milestone progress is grounded in both quantitative outcomes and qualitative implementation evidence.	Milestone progress data will be shared through collaborative discussion and documentation during Progress Toward Goal (PTG) meetings, where campus and district leaders engage in a consultancy process to review Outcomes–Causes–Solutions analyses and agreed-upon next steps. Following each PTG, updated action plans and milestone adjustments will be entered into shared tactical documents and progress trackers, which are accessible to regional and national support teams. Key insights, progress updates, and required interventions will be communicated to district leadership through follow-up check-ins and tactical meetings, ensuring transparency, accountability, and ongoing support for successful plan implementation.
		Successful implementation of the plan will be monitored through weekly Campus Tactical Meetings, led by the principal and attended by all Assistant Principals of Instruction (APIs) and the Assistant Principal of Operations (APO). These tacticals are structured, results-focused leadership meetings that review progress toward academic and operational milestones identified in the turnaround plan. During each tactical, campus leaders analyze instructional implementation, review student performance trends, and assess the status of action steps related to curriculum delivery, culture systems, and intervention supports. The principal facilitates problem-solving and alignment, ensuring that APIs and the APO are held accountable for executing their assigned priorities. Any barriers identified are assigned immediate action steps, and follow-up is monitored in subsequent tacticals, creating a continuous cycle of review, adjustment, and support. This campus-based monitoring structure ensures real-time oversight and shared ownership among all members of the leadership team.	Progress toward milestones will be reviewed by the campus leadership team during weekly Campus Tactical Meetings. This team is led by the principal and includes all Assistant Principals of Instruction (APIs) and the Assistant Principal of Operations (APO). The principal is responsible for facilitating the review of milestone progress and ensuring alignment to the turnaround plan, while APIs provide updates on instructional implementation and student performance, and the APO reports on operational supports that impact execution. Together, this team collaboratively assesses whether milestones are being met, identifies barriers to progress, and determines if adjustments or additional support are needed. This shared responsibility ensures that every member of the leadership team remains accountable for driving progress toward campus goals.	Progress toward milestones will be reviewed weekly during Campus Tactical Meetings. These meetings are embedded in the campus leadership calendar to ensure a consistent cadence of monitoring and accountability. The weekly frequency allows the principal, APIs, and APO to track implementation in real time, respond quickly to emerging challenges, and adjust strategies before gaps widen. By reviewing milestones every week—rather than waiting for quarterly checkpoints—the campus leadership team maintains an active oversight cycle that supports continuous improvement and timely intervention.	Milestone progress data will be collected through a combination of instructional and operational evidence reviewed during Campus Tactical Meetings. This includes observation and feedback trackers, coaching logs, PLC documentation, interim assessment data, attendance and culture reports, and MTSS intervention progress. APIs and the APO bring updated metrics and implementation artifacts to each tactical, ensuring that discussions are grounded in current performance data rather than anecdotal input. Data dashboards that capture real-time progress toward goals are also referenced to validate milestone status. This structured evidence collection process allows campus leadership to make informed decisions, monitor the impact of strategies, and identify areas requiring additional support or adjustment.	Milestone progress data will be shared with district leadership and relevant stakeholders through the documentation and follow-up of Campus Tactical Meetings. Key action items, progress updates, and emerging barriers discussed during tacticals are recorded in shared leadership trackers and escalated to regional leadership through principal check-ins and Portfolio Tactical meetings. Internally, the principal communicates updates to teacher teams during PLCs and staff huddles to ensure alignment between leadership decisions and classroom execution. When appropriate, high-level progress and adjustments are also communicated during family engagement events and data conferences to maintain transparency around academic and cultural goals. This layered communication structure ensures that milestone monitoring at the campus level is consistently connected to district oversight and stakeholder awareness.

Answer(s)		The successful implementation of this plan will be monitored through weekly leadership check-ins between the Executive Director and the Vice President of Schools, as well as with the Vice President of School Improvement when turnaround needs require intensified oversight. These check-ins are intentionally scheduled to review progress toward milestones, address challenges impacting instructional and cultural initiatives, and ensure leadership actions remain aligned to the turnaround priorities. Prior to each check-in, the VP prepares updates using a structured leadership template that includes current outcomes, barriers, and proposed solutions. During the meeting, the Executive Director provides coaching, strategic direction, and clarification of expectations to ensure that corrective actions are taken when progress is off track. This leadership monitoring structure creates a continuous accountability loop, ensuring that milestone implementation is actively managed at the executive level and immediately supported when intervention or escalation is needed.	Progress toward milestones will be reviewed by the Executive Director, who serves as the direct supervisor of the Vice President of Schools and collaborates closely with the Vice President of School Improvement. During weekly check-ins, the Vice President of Schools provides updates on campus execution, instructional leadership, and progress toward turnaround milestones, while the Vice President of School Improvement offers insight on the implementation of school improvement strategies and supports. The Executive Director evaluates this information, identifies areas requiring intervention or resource allocation, and ensures alignment between regional leadership actions and the expectations of the turnaround plan. This joint leadership review process ensures that milestone accountability is anchored at the executive level, with direct supervision and support tied to campus performance outcomes.	Progress toward milestones will be reviewed weekly through scheduled check-ins between the Executive Director and the Vice President of Schools, with the Vice President of School Improvement joining as needed to address turnaround-specific priorities. These weekly sessions ensure that progress is not monitored only at formal checkpoints, but consistently assessed in real time. When emerging challenges are identified, the Executive Director may increase the frequency of check-ins to provide intensified oversight or targeted support. This regular cadence allows leadership to make timely adjustments, deploy interventions, and ensure continuous forward momentum toward campus improvement goals.	Milestone progress data will be collected through leadership documentation and evidence reviewed during weekly check-ins between the Executive Director and the Vice President of Schools, with input from the Vice President of School Improvement when turnaround priorities are discussed. Prior to each check-in, campus and regional data are consolidated into leadership templates, which include outcome trends, implementation updates, root cause reflections, and proposed next steps. These updates draw from observation and feedback trackers, assessment data, instructional coaching logs, and campus milestone dashboards. By requiring leaders to prepare data-informed summaries in advance, the Executive Director ensures that milestone progress is evaluated using verified evidence rather than anecdotal reporting, allowing decisions to be based on current performance and fidelity of implementation.	Milestone progress data discussed during Executive Director check-ins will be shared with district leadership and key stakeholders through established leadership communication and escalation protocols. Following each check-in, key findings, risks, and next steps are documented in leadership trackers and communicated to regional teams through tactical meetings, and, when necessary, elevated to senior district leadership for resource allocation or strategic intervention. The Vice President of Schools communicates aligned expectations to principals, while the Vice President of School Improvement coordinates additional support or coaching for campuses requiring targeted assistance. This top-down and bottom-up communication structure ensures that progress toward milestones is transparent at all levels, executive, regional, and campus, allowing stakeholders to remain informed, aligned, and accountable to the successful implementation of the turnaround plan.
		The successful implementation of this plan will be monitored through weekly leadership check-ins between the Regional Superintendent and either the Executive Director or the Vice President of School Improvement. These check-ins are embedded in the regional core calendar and serve as a dedicated space to review progress toward milestones, assess the effectiveness of current strategies, and problem-solve any barriers hindering implementation. Prior to the meeting, the Executive Director or VPSI prepares updates using the check-in document, including current outcomes, identified gaps, and proposed solutions. During the conversation, the Regional Superintendent provides coaching, analyzes milestone alignment, and ensures that action steps remain focused on achieving turnaround goals. This consistent one-on-one accountability structure enables real-time adjustments, timely allocation of support, and continuous oversight of the plan's execution at the leadership level.	Progress toward milestones will be reviewed by the Regional Superintendent in collaboration with the Executive Director or Vice President of School Improvement during regularly scheduled weekly check-ins. As the supervisor, the Regional Superintendent is responsible for holding the Executive Director or VPSI accountable for implementation progress across campuses, including adherence to milestone timelines and intervention strategies. During these sessions, the Executive Director or VPSI presents milestone status, implementation challenges, and leadership actions taken at the campus level. The Regional Superintendent provides guidance, determines whether progress is on or off track, and initiates additional support or escalation when necessary. This shared responsibility ensures that milestone monitoring is led by regional leadership with direct authority to adjust strategy, deploy resources, and reinforce accountability.	Progress toward milestones will be reviewed weekly through structured check-ins between the Regional Superintendent and the Executive Director or Vice President of School Improvement. Because these check-ins are built into the leadership core calendar, they provide a consistent cadence for monitoring implementation progress, assessing the impact of current strategies, and identifying emerging barriers. The weekly frequency ensures that milestone progress is not left to quarterly review, but instead monitored continuously, allowing swift intervention, adjustment of action steps, and timely deployment of support when progress is not on track.	Milestone progress data will be collected through leadership evidence reviewed during weekly check-ins between the Regional Superintendent and the Executive Director or Vice President of School Improvement. Prior to each check-in, the Executive Director or VPSI completes a structured check-in document that includes updated outcome data, progress toward specific milestones, and an analysis of root causes for any implementation gaps. This information is supported by observation and feedback trackers, coaching logs, PLC artifacts, and interim assessment data gathered from campuses. During the check-in, milestone progress is discussed using a results-based framework, ensuring that both outcome data and implementation evidence are reviewed. This systematic collection process ensures that progress monitoring is grounded in verified data rather than anecdotal reporting.	Milestone progress data gathered during weekly check-ins will be shared with district leadership and relevant stakeholders through established reporting and communication structures. Following each check-in, key updates, identified risks, and agreed-upon next steps are documented in shared leadership trackers and communicated during regional tactical meetings and executive leadership huddles. When additional resources or intervention are required, the Regional Superintendent escalates needs to senior district leadership or national support teams. Information is also cascaded to campus principals and leadership teams through coaching sessions and follow-up directives, ensuring clear alignment between regional decision-making and on-campus execution. This communication loop ensures transparency, reinforces accountability, and supports timely action toward achieving turnaround milestones.
		The successful implementation of this plan will be monitored through weekly manager–direct report check-ins, which are built into the core calendar between the Deputy Superintendent and the Regional Superintendent. These check-ins provide a structured space to review progress toward goals, discuss barriers, and align on next steps. Prior to each meeting, the Regional Superintendent prepares outcome updates and root cause reflections using the check-in document. During the conversation, both leaders engage in two-way feedback, analyze current implementation status, and problem-solve around any obstacles impacting milestone attainment. Because these check-ins are recurring and intentionally focused on results, they ensure continuous oversight, timely adjustment of strategies, and accountable follow-through on the commitments outlined in the turnaround plan.	Progress toward milestones will be reviewed jointly by the Deputy Superintendent and the Regional Superintendent during their scheduled weekly check-ins. As the direct manager, the Deputy Superintendent is responsible for ensuring that the Regional Superintendent maintains clear progress toward the goals and actions outlined in the turnaround plan. During these sessions, the Regional Superintendent presents current milestone status, implementation evidence, and any emerging challenges from the campuses. The Deputy Superintendent provides coaching, guidance, and escalation support when additional regional or district resources are required. This shared accountability ensures that milestone monitoring remains anchored in leadership oversight and directly tied to decision-making and support at the executive level.	Progress toward milestones will be reviewed weekly through scheduled manager–direct report check-ins between the Deputy Superintendent and the Regional Superintendent. These recurring sessions, embedded into the core calendar, ensure that leadership maintains continuous visibility into implementation status, allowing for real-time adjustments rather than delayed, end-of-quarter interventions. The weekly cadence creates a consistent accountability loop, ensuring that progress toward milestones is actively monitored, corrective action is taken promptly, and support is deployed when needed to keep turnaround efforts on track.	Milestone progress data will be collected through the structured check-in process using pre-meeting submission and review of leadership artifacts. Prior to each check-in, the Regional Superintendent completes a check-in document that includes current outcomes, identified root causes for any gaps, and proposed solutions. This data is supported by campus-level evidence such as observation and feedback trackers, PLC documentation, interim assessment results, and MTSS intervention reports. During the check-in, the Deputy Superintendent reviews this data alongside the Regional Superintendent, using the Outcomes–Causes–Solutions (OCS) framework to ensure accuracy and clarity. This systematic documentation process ensures that milestone monitoring is grounded in real-time implementation evidence rather than anecdotal reporting.	Milestone progress data reviewed during weekly check-ins will be shared with district leadership and relevant stakeholders through established communication and accountability mechanisms. Following each check-in, key updates, identified challenges, and next steps are documented in leadership trackers and cascaded into regional tactical meetings and principal supervision forums. When additional resources or interventions are required, the Deputy Superintendent escalates needs to executive leadership or national support teams. This transparent flow of information ensures that milestone progress is not only monitored at the executive level, but also translated into actionable support for campus leaders, reinforcing alignment across all tiers of the organization.
		District and campus leaders will monitor the successful implementation of this plan through bi-weekly Portfolio Tacticals, facilitated by the Regional Superintendent. These meetings bring together the Vice President of School Improvement, Regional Executive Director, Vice President of Schools, and the assigned National Content Specialist to review the campus's instructional status, milestone progress, and implementation of key strategies. During each Tactical, the Vice President of Schools (principal supervisor) and Regional Executive Director assess whether the campus is on track, identify barriers, and request any necessary instructional supports or resources. This continuous monitoring structure ensures that district leaders remain actively engaged in progress oversight and are positioned to make timely adjustments to sustain campus improvement efforts.	Progress toward milestones will be reviewed through the bi-weekly Portfolio Tacticals, led by the Regional Superintendent and attended by the Vice President of School Improvement, Regional Executive Director, Vice President of Schools, and the assigned National Content Specialist. This bi-weekly mechanism is specifically leveraged to monitor the milestones identified in the turnaround plan, requiring active input from each of these district leaders. During these sessions, the Vice President of Schools reports on campus implementation, while the Executive Director provides leadership oversight. Based on the level of progress and implementation observed, district resources are deployed as needed, ranging from instructional materials and strategic support to direct human capital through national coaching or specialized intervention teams. This ensures that progress monitoring is immediately connected to action and accountability.	Progress toward milestones will be reviewed on a bi-weekly basis through Portfolio Tactical meetings. This consistent cadence ensures that district and campus leaders are able to frequently assess implementation progress, identify emerging barriers, and make timely adjustments to strategies. By reviewing milestones every two weeks, leadership maintains a proactive stance, allowing for rapid deployment of additional support, resources, or coaching when progress toward key outcomes is at risk.	Milestone progress data will be collected through multiple evidence streams reviewed during Portfolio Tactical meetings. Data sources will include principal reports, observation and feedback trackers, coaching logs, PLC documentation, interim assessment results, and MTSS intervention progress reports. Each of these tracking methods is supported by a real-time data dashboard, ensuring continuous visibility into implementation and student outcomes. National, regional, and campus leaders all have access to these dashboards and reports, allowing for transparent monitoring and collaborative problem-solving. In addition, Quick Check results will be used to verify the fidelity of leadership and instructional execution, further strengthening the accuracy of milestone monitoring.	Milestone progress data will be shared through collaborative discussion and documentation during Portfolio Tacticals. Insights, progress updates, and required interventions are recorded in shared tactical trackers and communicated back to campus leadership during follow-up check-ins and coaching sessions. When regional or national support is required, requests and action steps are formally escalated during these meetings. This layered communication structure ensures that milestone progress is transparent, action-oriented, and aligned across all leadership levels.

		The successful implementation of this plan will be monitored through weekly supervisor–direct report check-ins between the Deputy Superintendent and the Chief of Staff. These sessions are built into the core leadership calendar and provide a structured space to review progress toward goals, examine barriers, and align on next steps. Prior to each meeting, the Chief of Staff prepares outcome updates and root cause reflections using the check-in document. During the conversation, both leaders engage in two-way feedback, analyze current implementation status, and problem-solve around any challenges impacting milestone attainment. Because these check-ins are recurring and results-focused, they ensure continuous oversight, timely strategic adjustments, and accountable follow-through on turnaround commitments.	Progress toward milestones will be reviewed jointly by the Deputy Superintendent and the Chief of Staff during their scheduled weekly check-ins. As the direct supervisor, the Deputy Superintendent is responsible for ensuring that the Chief of Staff, as a direct support to the Vice President of School Improvement, maintains clear progress toward the goals and actions outlined in the turnaround plan. During these sessions, the Chief of Staff presents current milestone status, implementation evidence, and any emerging challenges from across departments. The Deputy Superintendent provides coaching, guidance, and escalation support when additional regional or district resources are required. This shared accountability ensures that milestone monitoring remains anchored in executive leadership oversight and directly tied to decision-making at the highest level.	Progress toward milestones will be reviewed weekly through scheduled supervisor–direct report check-ins between the Deputy Superintendent and the Chief of Staff. These recurring sessions, embedded within the core calendar, ensure sustained visibility into implementation status and allow for real-time adjustments rather than delayed, end-of-cycle interventions. The weekly cadence creates a consistent accountability loop, ensuring that progress is actively monitored, corrective action is taken promptly, and targeted support is deployed to keep turnaround efforts on track.	Milestone progress data will be collected through the structured check-in process using pre-meeting submission and review of leadership artifacts. Prior to each session, the Chief of Staff completes a check-in document that includes current outcomes, identified root causes for gaps, and proposed solutions. This data is supported by organization-wide evidence such as observation and feedback trackers, PLC documentation, interim assessment results, and MTSS intervention reports. During the check-in, the Deputy Superintendent reviews this data alongside the Chief of Staff using the Outcomes–Causes–Solutions (OCS) framework to ensure accuracy and clarity. This systematic documentation process ensures that milestone monitoring is grounded in real-time implementation evidence rather than anecdotal reporting.	Milestone progress data reviewed during weekly check-ins will be shared with district leadership and relevant stakeholders through established communication and accountability mechanisms. Following each check-in, key updates, identified challenges, and next steps are documented in leadership trackers and cascaded into tactical meetings and principal supervision forums. When additional resources or interventions are needed, the Deputy Superintendent escalates requests to executive leadership or national support teams. This transparent flow of information ensures that milestone progress is not only monitored at the executive level, but also translated into actionable support for campus and departmental leaders—reinforcing alignment across all tiers of the organization.
		The successful implementation of this plan will be monitored through bi-weekly supervisor–direct report check-ins between the Superintendent and the Deputy Superintendent. These sessions, embedded in the core executive calendar, provide a structured forum to review progress toward goals, examine barriers, and align on next steps. Prior to each meeting, the Deputy Superintendent prepares outcome updates and root cause reflections using the designated check-in document. During the conversation, both leaders engage in two-way feedback, analyze current implementation status, and address challenges affecting milestone attainment. Because these check-ins are recurring and results-focused, they ensure continuous oversight, timely strategic adjustments, and accountable follow-through on turnaround commitments.	Progress toward milestones will be reviewed jointly by the Superintendent and the Deputy Superintendent during their bi-weekly check-ins. As the direct supervisor, the Superintendent is responsible for ensuring that the Deputy Superintendent maintains clear progress toward the goals and actions outlined in the turnaround plan. During these sessions, the Deputy Superintendent presents current milestone status, implementation evidence, and any emerging challenges from across regions or departments. The Superintendent provides coaching, guidance, and escalation support when additional district or national resources are required. This shared accountability ensures that milestone monitoring remains anchored in executive oversight and directly tied to leadership-level decision-making.	Progress toward milestones will be reviewed bi-weekly through scheduled supervisor–direct report check-ins between the Superintendent and the Deputy Superintendent. These sessions ensure sustained visibility into implementation status and enable real-time adjustments rather than delayed, end-of-cycle interventions. The bi-weekly cadence creates a consistent accountability loop, ensuring that progress is actively monitored, corrective action is taken promptly, and targeted support is deployed to keep turnaround efforts aligned and on track.	Milestone progress data will be collected through the structured bi-weekly check-in process using pre-meeting submission and review of leadership artifacts. Prior to each session, the Deputy Superintendent completes a check-in document outlining current outcomes, identified root causes for gaps, and proposed solutions. This data is supported by organizational evidence such as observation and feedback trackers, PLC documentation, interim assessment results, and MTSS intervention reports. During the check-in, the Superintendent reviews this data with the Deputy Superintendent using the Outcomes–Causes–Solutions (OCS) framework to ensure accuracy and clarity. This systematic documentation process ensures milestone monitoring is anchored in real-time implementation evidence rather than anecdotal reporting.	Milestone progress data reviewed during bi-weekly check-ins will be shared with district leadership and, as appropriate, communicated to the School Board to ensure transparency and alignment at the governance level. When additional actions are required at the regional or campus level, the Deputy Superintendent will provide targeted next steps and strategic feedback to the Regional Superintendent. The Regional Superintendent is then responsible for disseminating this guidance across the region to support campus turnaround efforts and ensure consistent execution of the improvement plan. This structured communication flow ensures that progress monitoring at the executive level is directly translated into actionable leadership support, reinforcing coherence and urgency across all tiers of the organization.
		Implementation of the school improvement plan will be monitored through quarterly maintenance audits — executive site visits conducted by the Superintendent, Deputy Superintendent, Chief of Staff, and Curriculum Officers. These progress audits allow senior leadership to directly assess the fidelity of implementation and confirm that strategies are producing measurable impact. During each visit, leaders gather both quantitative data and qualitative evidence through classroom observations, leadership team discussions, and review of instructional and intervention artifacts. These executive audits function as a high-level accountability measure to ensure alignment with district turnaround expectations.	The Superintendent, in collaboration with the Deputy Superintendent, will lead the review of milestone progress during quarterly progress audits. The Superintendent's participation ensures governance-level oversight, while the Deputy Superintendent, Chief of Staff, and Curriculum Officers provide executive analysis of implementation status. Following the visit, strategic feedback is communicated to the Regional Superintendent, Vice President of Schools, Vice President of School Improvement, and Executive Director to direct necessary action at the regional and campus levels.	Progress toward milestones will be reviewed quarterly through formal maintenance or progress audits conducted on-site. These visits serve as scheduled executive checkpoints designed to evaluate sustained execution of turnaround strategies and recalibrate support where progress is stalled or inconsistent. The quarterly cadence ensures districts receive a comprehensive and objective assessment every nine weeks.	Progress data will be collected during quarterly audits through structured evidence protocols, including classroom walkthroughs, PLC reviews, interim assessment analysis, MTSS documentation, and leadership artifact review. Executive leadership applies an Outcomes–Causes–Solutions (OCS) framework to organize findings, ensuring that root causes are identified and tied to specific corrective actions. Data collected is objective, implementation-based, and validated through direct observation rather than self-reporting.	Following each quarterly audit, a comprehensive executive summary will be developed outlining strengths, gaps, and required next steps. Audit outcomes will be shared with district leadership, and when appropriate, reported to the School Board to ensure transparency at the governance level. The Deputy Superintendent will provide regional feedback and follow-up actions to the Regional Superintendent for dissemination to school leaders, ensuring that insights from executive audits are operationalized to drive continuous improvement across campuses.

Criteria for Success			
Has the district identified all resources needed to implement the SI strategy? -The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.) -Each cost described includes the source of funds.			
Question	**List or copy and paste all SI - identified campuses below**	**Please share the required costs to implement plan and source of funds**	**If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?**
Additional Instructions	List all SI campuses in the district		
Answer(s)	IDEA Hardy Academy	To implement the school improvement plan, District allocated **School Improvement Funds** have been strategically aligned to support targeted interventions, staffing, instructional capacity, and student engagement. These investments are aligned to the Effective Schools Framework (ESF), specifically: Lever 1 – Effective Leadership and Planning Lever 2 – Strategic Staffing Lever 3 – Positive School Culture Lever 5 – Effective Instruction Strategy / Resource/Amount - Additional 5th Grade Math Academy Teacher (strategic staffing to reduce class size and increase intervention capacity) o $75,000 - Math Flex Teacher – Small group intervention for 3rd–5th Math (strategic staffing for intervention blocks) o $75,000 - Sylvan Tutoring (3rd–5th ELA & Math) – 3 tutors, serving 75+ scholars, Monday–Friday, 4:1 ratio, 40 sessions o $100,000 - Region ESC Support – Special Education (IEPs, Services, Accountability), Content Training & Research-Based Professional Development for Teachers and Leaders o $3,000 - General Instructional Supplies – 3rd–5th Math, Science, and ELA (foldables, study guides, binders with visuals, manipulatives) o $2,000	To implement the School Improvement Plan with fidelity, district-allocated School Improvement Funds have been strategically aligned to advance the two key School Improvement (SI) strategies: (1) Effective Observation, Feedback, and Coaching and (2) Effective PLC and Lesson Internalization. While several resources directly support student interventions, each investment also connects to one or both SI strategies by reinforcing systems of instructional support, leader development, and data-informed decision-making. The addition of an extra 5th Grade Math Academy Teacher and a Math Flex Teacher expands intervention capacity and reduces student-to-teacher ratios, enabling leaders to more effectively coach and observe instructional practices within smaller group settings. These roles allow for intentional alignment between feedback, lesson internalization, and intervention planning—strengthening the quality of instructional execution and differentiation across classrooms. Similarly, Sylvan tutoring services provide small-group intervention for 3rd–5th grade students in ELA and Math. These sessions are not isolated supports; rather, they reinforce the data analysis and lesson adjustment practices embedded in PLCs. The intervention outcomes from Sylvan sessions inform leader-led PLC discussions, supporting teachers in revising lesson internalization and aligning Tier 2 instruction with

Question	List or copy and paste all SI - identified campuses below	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.
Additional Instructions	List all SI campuses in the district	
Answer(s)		

IDEA PUBLIC SCHOOLS
BOARD RESOLUTION

WHEREAS, the Board desires to modify by non-expansion amendment, the Open-Enrollment Charter of IDEA Public Schools (CDN 108-807); and

WHEREAS, Texas Administrative Code § 100.1035 states that a Charter "may be revised with the consent of the charter holder by expansion or non-expansion amendment approved by the commissioner of education …;" and

WHEREAS, the Board desires to amend and restate its bylaws in conformity with the Amended and Restated Bylaws attached hereto as **Exhibit A**;

NOW, THEREFORE, the Board of Directors IDEA Public Schools, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT:

- The Amended and Restated Bylaws of IDEA Public Schools attached hereto as **Exhibit A** are approved.
- A non-expansion charter amendment request be submitted to the Texas Education Agency.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF IDEA PUBLIC SCHOOLS, ON THE 18 DAY OF NOVEMBER 2025.

[Signature Page Follows]

IDEA PUBLIC SCHOOLS

Members Voting in Favor of Resolution:

Signed by:
6FF775B55D5A419...
Collin Sewell, Chair

DocuSigned by:
Erich Holmsten
BB3088C379BF49A...
Erich Holmsten, Treasurer

Signed by:
Eduardo Rivera
8DD22C2785DB409...
Ed Rivera, Vice Chair and Secretary

Signed by:
Constanza Miner
CEC5E5C16BF140A...
Constanza Miner, Director

DocuSigned by:
Gary Lindgren
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Gary Lindgren, Director

DocuSigned by:
Theresa Barrera-Shaw
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Theresa Barrera-Shaw, Director

DocuSigned by:
NANETTE COCERO
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Nanette Cocero, Director

Signed by:
David Dunn
C21A26613121493...
David Dunn, Director

Signed by:
Lilya Matos
BAFFB4B8FA0F432...
Lilya Matos, Director

CERTIFICATION

The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on November ___18_____ 2025, which Resolution is in full force and effect and has not been revoked or amended.

Signed by:
Eduardo Rivera
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Secretary 11/21/2025

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IDEA
Public Schools

BOARD BYLAWS

IDEA Public Schools prepares students from underserved communities for success in college and citizenship.

AMENDED AND RESTATED BYLAWS OF IDEA PUBLIC SCHOOLS

Contents

AMENDED AND RESTATED BYLAWS OF IDEA PUBLIC SCHOOLS
(A Texas Non-profit Corporation)

ARTICLE 1
NAME AND PURPOSE

1.1 Name. The name of the corporation is IDEA Public Schools, (the "Corporation")

1.02 Purposes. The purposes for which this Corporation is formed are to receive and maintain a fund or funds of real or personal property, or both, and, subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof, exclusively for educational and charitable purposes, and to operate schools and other educational support operations that benefit schools, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

ARTICLE 2
OFFICES

2.01 Principal Office. The principal office of the Corporation in the State of Texas is 2115 W. Pike Boulevard, Weslaco, TX 78596.

2.02 Other Offices. The Corporation may have such other offices, either within or outside of the County of Hidalgo, State of Texas, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

2.03 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Texas a registered office, and a registered agent whose office is identical with such registered office, as required by the Texas Business Organizations Code. The registered office may be, but need not be identical with the principal office of the Corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE 3
MEMBERS

3.01 Members. The Corporation shall have no members.

ARTICLE 4
BOARD OF DIRECTORS

4.01 Management. The business and property of the Corporation shall be managed, controlled, and vested in the Board of Directors.

4.02 Number. At all times, the majority of members must reside within the regions served by IDEA Public Schools. In no event, shall the number of Directors be less than five (5) or more than fifteen (15). Each Director in office shall serve until his term expires, or until he tenders his or her resignation to the Board of Directors, or until he or she is removed.

4.03 Election and Term of Office. Each Director shall be elected to serve a three-year term by a majority vote of those members present at a regular or special meeting of the Board of Directors. Upon election and qualification for his/her first term on the Board, each Director so elected shall serve a term of three (3) years, with the first year being a one-year probation to be followed, if the probation year is successfully completed, by two (2) years of service. Each Director may serve consecutive three-year terms and shall hold office until each Director's successor is elected and qualified, as follows: for any term beyond the initial term, the Governance Committee of the Board (established pursuant to Article 6) shall nominate, and the Board member must consent to being reappointed; and such member shall then appear on a ballot for re-election by the Board. ~~After serving for three consecutive terms (nine (9) years), a Director must~~ may take ~~a minimum one (1) year hiatus from service before becoming eligible for re-election to the Board, unless waived by a majority of the Board.~~

4.04 Attendance. Each Director should attend all scheduled meetings of the Board of Directors, either via videoconference (conducted in compliance with the Texas Open Meetings Act) or in person. Any Director that does not attend three consecutive regular board meetings will be considered to have automatically ~~signal their voluntary resignation~~resigned from the Board~~.~~. ~~-~~ Additionally, any Director that does ~~-~~not attend a minimum of ~~three~~ four of the regular or special board meetings per fiscal year will be considered to have automatically resigned from the Board. The Chairman of the Board of Directors ("Chair") will direct that notice be sent confirming the automatic resignation. The Board may act to~~by either videoconference or in person will also automatically signal their voluntary resignation.~~ excuse absences of any Director at the Board's sole discretion, in which case an automatic resignation shall not occur.

4.05 Resignation. Any Director may resign at any time by giving written notice, including by text or e-mail, of such resignation to the ~~Chairman of the Board of Directors ("~~Chair~~")~~. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified. The acceptance of such resignation shall not be necessary to make it effective.

4.06 Removal. Any Director may be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal.

4.07 Leave of Absence. Any Director may take a leave of absence at any time by giving written notice to the Chair. Any such leave of absence shall take effect at the date of receipt of such notice or at any later date specified. The vacancy will remain unfilled for a six-month period and may be extended at the Chair's discretion.

4.08 Reinstatement. Any Director that has voluntarily resigned may be reinstated at the Director's request at any time during their term, with a majority vote of the Board of Directors.

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4.09 Vacancies. Any vacancy in the Board of Directors occurring during the year, including a vacancy created by an increase in the number of Directors, shall be filled for the unexpired portion of the term by a majority vote of the remaining Directors. Any Director elected to fill a vacancy shall hold office until the election and qualification of a successor.

ARTICLE 5
MEETINGS

5.01 Annual Meeting. ~~Each~~ At least annually, typically in the ~~summer~~fall or winter, upon appropriate legal notice and at such time as the Board of Directors shall elect, the Directors shall meet (the "Annual Meeting") to discuss the purpose of the organization, the election of Directors and officers, and the transaction of other business. The Board of Directors may designate any regular meeting as the Annual Meeting provided legal notice is sent.

5.02 Special Meetings. The Chairman of the Board or any three directors, upon request to the Chairman, and appropriate legal notice, may call special meetings of the Board of Directors.

5.03 Regular Meetings.~~:~~ Regular meetings of the Board of Directors may be held at such time and place as shall be determined by the Board and indicated in the notice. Any proper business of the Corporation may be transacted at any Board of Directors meeting, provided the notice requirements of the Texas Open Meetings Act are satisfied.

MEETING RELATING TO TEXAS CHARTER SCHOOLS

5.04 Texas Charter School Meetings.~~:~~ Meetings shall be conducted in accordance with provisions of the Texas Education and Government Codes, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act in all matters respecting the operation of the open-enrollment and campus charter schools, including the following provisions: At no time shall a quorum of the full board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaint against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings by Telephone Conference: In the event of an emergency (as defined in the Texas Open Meetings Act as an emergency or an urgent public necessity requiring immediate action because of imminent threat to public health and safety or reasonably unforeseeable situation) and where a quorum of the Board is difficult or impossible to assemble at one location, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the emergency notice must specify the primary place of the meeting and that a

conference call will be conducted. The telephonic participation during an emergency meeting must be by conference call in which all persons participating can be heard by all other participants and the public. Two-way communications shall be provided during the entire conference call and each party participating shall be clearly identified prior to speaking.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and the notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the participants and the public who are physically present and the meeting shall be audio recorded. Each Director of the Board~~participant~~ shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet other prerequisites and requirements of the Texas Open Meetings Act.

~~(c)~~ All regular and special meetings of the Board of Directors shall be recorded as required by Section 11.0621(c) and Section 12.1051(b) of the Education Code. Approved minutes, adopted resolutions and recordings of meetings shall be accessible to the public as required by law and policy.

(d)

5.05 Meetings Notice.~~:~~ Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the Certificate of Formation and these Bylaws, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least ~~72~~ three (3) business days ~~hours~~ before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least ~~72 business~~three (3) business days ~~hours~~ before the time of such meeting~~.~~. Where the law requires additional notice for a meeting or specific agenda topics or hearing requirements, the Board of Directors shall ensure timely notice is made.

(b) Emergency Notice: Emergency meetings as allowed under and subject to the requirements of the Texas Open Meetings Act may be posted up to One Hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) Compliance during Catastrophe: The Board of Director may suspend the applicability of the Open Meetings Act when there is a "Catastrophe" as defined by Section 552.233 of the Open Meetings Act. The Board must meet all requirements of that law and provide notice to the Attorney General as required therein.

(d) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's internet website, if any, concurrently with

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the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act or Education Code.

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(e) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

5.06 Agenda.~~:~~ At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS
NOT RELATING TO CHARTER SCHOOLS

5.07 Non-Texas Charter Meetings. Only when conducting any other Corporate business not related, ***in any way***, to the operations or affairs of the Corporation's Texas open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

5.08 Board Action By Unanimous Written Consent. Only when conducting any Corporate business not related, ***in any way***, to the operations or affairs of the Corporation's Texas open-enrollment charter schools, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

5.09 Quorum. At any meeting of the Board of Directors or at any designated committee of the Board, the appearance of a majority of the Directors or committee members duly appointed, serving, and qualified to vote, will be necessary to constitute a quorum to transact any business of the respective body. The act of the majority of the Directors present via videoconference (as described above) or in person at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Certificate of Formation or these Bylaws.

5.10 Compensation. Except as permitted by law and as described in the Corporation's Ethics and Conflicts of Interest Policy, Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties, in accordance with local procedures and applicable State law. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation.

5.11 Powers. All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

(a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
(b) Final authority to adopt or amend the budget of the charter holder or the charter school;
(c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
(d) Final authority to direct the disposition or safekeeping of public records;
(e) Final authority to adopt policies governing charter school operations;
(f) Final authority to approve audit reports; and
(g) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for the Superintendent/Chief Executive Officer.

5.12 Conflict of Interest and Interested Directors and Officers. The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12, ~~and~~ 19 Tex. Admin. Code ~~A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134~~ Chapter 100, ~~and~~ as required by Local Government Code chapter 171 and 176, ~~and~~ Government Code chapter 573 and federal law applicable to public charities.

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5.13 Resolutions: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 5.14 herein. Adopted resolutions shall be posted to the Corporation's website and accessible to the public as required by the Education Code and Government Code.

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5.14 Records.~~:~~ The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents, and contracts as required by state record retention laws. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records and in accordance with the Texas Public Information Act. Upon leaving office, each Director, officer, or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, access devices, books, records, minutes, lists, documents, contracts, or other property of the Corporation in his or her custody or control.

5.15 Procedures.~~:~~ For all matters of parliamentary procedures, the Board shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE 6
OFFICERS

6.01 Titles and Term of Office. The Officers of the Board shall include a Chairman, a Vice-Chair, a Secretary and a Treasurer, and such other officers as the Board of Directors may from time to time elect or appoint. The Officers of the Board shall be elected at the annual meeting of the Board of Directors. The term of office of each officer shall commence with his or her election and shall expire with the election of his or her successor. Any two (2) or more offices may be held by the same person except the offices of Chairman and Secretary.

6.02 Removal. The Board of Directors may, at a duly called, noticed and posted meeting, remove any Director from office, with or without cause.

6.03 Vacancies. A vacancy of the office of any Director shall be filled by a vote of a majority of the Directors present at a Board Meeting, and the officer so elected shall hold office until the next annual meeting of the Board of Directors or until a successor is elected and qualified.

6.04 Chairman. The Chairman shall call to order, set the agenda (with the input, advice and counsel of the Superintendent/CEO) and preside over meetings of the board of directors and in general he shall perform all duties incident to the office of chairman and such other duties as may be prescribed by the Board of Directors from time to time.

~~6.04~~6.05 Immediate Past Chairman. Upon election of a new Chairman, the preceding chair shall become the Immediate Past Chairman. The Immediate Past Chairman shall advise the Chairman, Vice-Chair and other officers of the Corporation, serve on committees as may be established, support the Corporation in governance and leadership succession and other duties as assigned by the Chair. The Immediate Past Chair who remains on the Board of Directors shall have all other rights and duties as other Directors; however, an Immediate Past Chairman may also serve in an ex-officio capacity if they do not remain an active Director on the Board in which case they shall act as an advisor but not vote.

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~~6.05~~6.06 Vice-Chair. The Vice-Chair, unless otherwise determined by the Board of Directors shall, in the absence of the Chairman or in the event or the Chairman's inability or refusal to act, perform the duties and possess and exercise the powers of the Chairman.

6.0~~7~~6 Treasurer. The Treasurer shall keep or cause to be kept adequate and correct accounts of the Board of Director's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The Treasurer shall also render to the Chairman, whenever requested, an account of any or all of his/her transactions as Treasurer and of the financial condition of the Board.

6.0~~8~~7 Secretary. The Secretary shall keep or cause to be kept, the minutes of the meetings of the Board of Directors in books provided for that purpose. He/she shall cause to be given all notices of the meetings of the Board. The Secretary shall certify and keep the original, or a copy of, these Bylaws as amended or otherwise altered to date. The Secretary may sign in the name of the Corporation and/or attest the signatures thereto, all contracts, conveyances, franchises, bonds, deeds, assignments, mortgages, notes and other instruments of the Corporation. In general, the Secretary shall perform all duties incident to the office of the Secretary and such other duties as may be required by law, by these Bylaws or which may be assigned to him/her from time to time by the Board.

6.0~~9~~8 Employed Corporate Officers. The Board of Directors shall employ a Superintendent/Chief Executive Officer for and to be employed by the Charter Schools and to oversee the Corporation's charter school operations and affairs. The Superintendent/Chief Executive Officer shall report directly to the Board of Directors of the Corporation and shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation. The Superintendent/Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board or as required by state law and rules promulgated by the Texas Commissioner of Education.

6.10~~09~~ Other Employed Officers. The Board of Directors, at its discretion, may hire or appoint or authorize the Superintendent/CEO to hire such other central administration and executive staff as determined necessary by the Board to carry out the day-to-day functions and the mission of the Corporation and the operation of its charter schools.

6.11~~0~~ Compensation of Employed Corporate Officers. Officers who have been employed by the Board of Directors may receive reasonable compensation that is not excessive for performance of their duties to the Corporation as determined by the Board and based on appropriate comparability documentation complying with TEA rules and IRS Guidelines for determining fairness.

6.12~~1~~ Agents and Representatives. The Board of Directors may appoint such agents and representatives of the Corporation with such powers and to perform such acts or duties on behalf of the Corporation as the Board of Directors may see fit, so far as may be consistent with the purposes of the Corporation as set forth in its Certificate of Formation and with these Bylaws, to the extent authorized or permitted by law.

ARTICLE 7

COMMITTEES

7.01 Committees. The Board of Directors may establish committees from time to time in furtherance of the Corporation's purposes. The Chairman of the Board shall designate and appoint committee members subject to review of the Board. Such committees shall have and exercise the authority as assigned by the Board of Directors. Such committees and committee members shall serve at the sole discretion of the Board. Each such committee shall consist of two (2) or more persons, at least one of whom must be a Director of the Board; the remainder need not be Directors. The designation of such committees 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/her by law. No such committee shall have the authority of the Board of Directors to amend, alter or repeal the Bylaws, the Certificate of Formation or any other governance document of the Corporation; to perform any non-delegable function of the Board; to elect, appoint or remove any member of any such committee or any Director or officer of the Corporation; adopt a plan of merger or adopt a plan of consolidation with another corporation; authorize the sale, lease, exchange, or mortgage any personal or real property and assets of the Corporation; authorize the voluntary dissolution of the Corporation or revoke proceedings therefore; adopt a plan for the distribution of the assets of the Corporation; or amend, alter, or repeal any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed on it or him/her by law. Any non- Director who becomes a member of any such committee shall have the same responsibility with respect to such committee as a Director who is a member thereof.

7.02 Regional Board~~s~~(s). The Board of Directors may, from time to time, establish Regional Board(s) that may serve at the direction of the Board of Directors. ~~. At least one member of the Board of Directors may serve on each Regional Board.~~ Regional Board(s) shall be advisory only with no delegated authority.

7.03 Other Advisory Committees. The Board of Directors may establish such other committees as it deems appropriate. The Chairman of the Board may appoint committee members and membership on such committees may, but need not be, limited to Directors.

7.04 Term of Office. Each member of a committee described in 6.01 and 6.02 above, shall continue as such until the next annual meeting of the Board of Directors of the Corporation or until his or her successor in appointed, unless the committee shall be sooner terminated, or unless such committee member be removed from such committee at the discretion of the Board, or unless such member shall cease to qualify as a member thereof.

7.05 Chairman of Committees. One member of each committee shall be designated as chairman of the committee by the person or persons authorized to appoint the members thereof.

7.06 Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

7.07 Notice: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting, and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE 8
INDEMNIFICATION

8.01 Liability: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 Policy of Indemnification and Advancement of Expenses. Subject to the limitations described below, the Corporation shall indemnify a Director, officer or committee member of the Corporation to the fullest extent permitted by law, who was, is, or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. The Corporation shall indemnify a person who was, is or is threatened to be made a named defendant or respondent in a proceeding because the person is or was a Director only if it is determined that the person (1) conducted himself/herself in good faith; (2) reasonably believed the conduct was in the person's official capacity; (3) the person reasonably believed that his/her conduct was in the Corporation's best interests and that his/her conduct was not opposed to the Corporations' best interest; and (4) in the case of any criminal proceeding, had no reasonable cause to believe his/her conduct was unlawful. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

Except as described below, a Director, officer or committee member of the Corporation may not be indemnified in respect to a proceeding in which the person is found liable on the basis that personal or private benefit was improperly received by him which for purposes of these Bylaws includes a private benefit of a the person's family member (within the 3rd degree of affinity or consanguinity), whether or not the benefit resulted from an action taken in the persons official capacity; or in which the person is found liable to the Corporation. A person shall be deemed to have been found liable in respect of any claim, issue or matter only after the person shall have been so adjudged by a court of competent jurisdiction after exhaustion of all appeals therefrom.

The Corporation shall pay or reimburse reasonable expenses incurred by a Director, officer or committee member of the Corporation in connection with the person's appearance as a witness or other participation in a legal proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

To the extent permitted by law, the Corporation through its Board of Directors may at its sole discretion decide to indemnify a Director, officer, committee member, employee or agent who, as a result of his or her action or omission is sued in his or her individual capacity. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited. The Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding if: the person is a named defendant or respondent in any proceeding brought by the Corporation, or the person is alleged to have improperly received a personal or private benefit (described above) or committed other willful or intentional misconduct.

Before the Corporation may pay any indemnification expenses (including attorney's fees), the Corporation shall specifically determine that indemnification is permissible, authorize indemnification and determine that the expenses to be reimbursed are reasonable. The Corporation may make these determinations and decisions by any one of the following procedures:

a. By a majority vote of a quorum consisting of Directors who, at the time of the vote, are not named defendants or respondents in the proceedings;

b. If such a quorum cannot be obtained, then by a majority vote of a committee of the Board of Directors, designated to act in the matter by a majority vote of all Directors, consisting solely of two or more Directors who at the time of the vote are not named defendants or respondents in the proceeding;

c. By special legal counsel selected by the Board of Directors or a committee of the Board by vote as set forth in (a) and (b) of this section, or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all Directors; or

d. By the members in a vote that excludes the vote of Directors who are named defendants or respondents in the proceeding.

The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that indemnification is permissible is made by special legal counsel, authorization of indemnification and determination of reasonableness of expenses shall be made in the manner specified in paragraph (c) above.

The Corporation shall pay indemnification expenses before final disposition of a proceeding only after the Corporation determines that the facts then known would not preclude indemnification and the Corporation receives a written affirmation and undertaking from the person to be indemnified. The person's written affirmation must state that he or she has met the standard of conduct necessary for indemnification under these Bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured, and it may be accepted without reference to financial ability to make repayment.

8.03 Definitions. For purposes of this Article VII:

a. "Expenses" includes court costs and attorney's fees.

"Representative" means any person who is or was a Director and any person who, while a Director, is or was serving at the request of the corporation as a Director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of the corporation or of another foreign or domestic association, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise or any person who is or was an officer and any person who, while an officer, is or was serving at the request of the corporation as a Director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of the corporation or of another foreign or domestic association, partner- ship, trust, employee benefit plan, or other enterprise.

b. "Proceeding" means any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, arbitrative, or investigative, any appeal in such action, suit, or proceeding, and any inquiry or investigation that could lead to such an action, suit, or proceeding.

8.04 Non-Exclusive; Continuation. The indemnification provided by this Article VII shall not be deemed exclusive of any other rights to which the person claiming indemnification may be entitled under any agreement, any vote of disinterested Directors or otherwise, both as to any action in his or her official capacity and as to any action in another capacity while holding such office, and shall continue as to a person who shall have ceased to be a Representative engaged in any other enterprise at the request of the corporation and shall inure to the benefit of the heirs, executors, and administrators of such person.

8.05 Insurance or Other Arrangement. The Corporation shall have the power to purchase and maintain insurance or to the extent permitted by applicable law another arrangement on behalf of any person who is or was a Representative, Director, officer, employee, or agent of the corporation, or who is or was serving at the request of the Corporation as a Director, officer, employee, or agent or any other capacity in another association, or a partnership, joint venture, trust, or other enterprise against any liability asserted against such person and incurred by such person in such capacity, arising out of such person's status as such, whether or not such person is indemnified against such liability by the provisions of this Article VII.

ARTICLE 9
CONTRACTS WITH DIRECTORS AND OFFICERS

9.01 Insider Dealing. Subject to any applicable law or regulation, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before

the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner Rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

9.02 Insider Loans. No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

9.03 Real Estate. No Director, officer, administrator, employee or person related to same, as defined by Section 12.106 of the Education Code, may derive any financial benefit from any real estate transaction of the Corporation.

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ARTICLE 10
MISCELLANEOUS PROVISIONS

10.01 Fiscal Year. The fiscal year of the corporation shall be from July 1 through June 30 or as determined by the Board of Directors.

10.02 Seal. The seal of the corporation shall be such as from time to time may be approved by the Board of Directors.

10.03 Notice and Waiver of Notice. Whenever any notice is required to be given under the provisions of the Bylaws, such notice may be given personally, by mail, e-mail or by facsimile transmission. If mailed, such notice shall be deemed to be delivered when deposited in the U.S. mail addressed to the person at his or her address as it appears on the records of the corporation, with postage prepaid. If transmitted by facsimile or e-mail, notice is deemed to be delivered on successful transmission of the facsimile or e-mail.

10.04 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the corporation in addition to the officers so authorized by these Bylaws, to enter into any contract and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

10.05 Checks and Drafts. All checks, drafts, or orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer and countersigned by either the Chairman or Vice-Chair of the Corporation.

10.06 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may elect and as authorized by State law.

10.07 Gifts. The Board of Directors may accept on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

10.08 Nondiscrimination. The Corporation shall maintain a nondiscriminatory policy as to participation in its programs and in employment practices as required by Title VI and Title VII of the Civil Rights Act of 1964 and state law.

10.09 Exempt Activities. Notwithstanding any other provision of these Bylaws, no Director, officer, employee or Representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code and its Regulations and they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as they now exist or as they may hereafter be amended. Except as otherwise permitted by law, no part of the net earnings of the Corporation shall inure to the benefit of any maker, founder, contributor or individual.

10.10 Voting Upon Shares of Other Corporations. Unless otherwise directed by the Board of Directors, the Chairman shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meetings of shareholders of any Corporation in which this Corporation may hold shares, and at any such meetings may possess and exercise all of the rights and powers incident to the ownership of such shares which, as the owner thereof, this Corporation might have possessed and exercised if present. The Board of Directors may confer like powers upon any other person and may revoke any such powers as granted at its pleasure.

10.11 Federal Tax Filing. The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.12 Construction. Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.13 Statutory And Other Authority. These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

ARTICLE 11
AMENDMENTS

11.01 Amendments. These Bylaws may be altered, amended, or repealed, or new Bylaws may be adopted, by the Board of Directors acting by the affirmative vote of a majority of the Board of Directors at any annual or regular meeting, or at any special meeting if at least ~~72 hours~~three (3) business days prior written notice is given of the intention to alter, amend, or repeal these Bylaws or to adopt new Bylaws at such meeting and the notice specifies that an alteration, amendment or repeal will be considered at the meeting. Any amendment, alteration or revision the Bylaws shall also be subject to written approval of a charter amendment by the Texas Commissioner of Education, and shall not be effective until approval is received.

ADOPTED AS AMENDED this ~~12th~~ day of ~~March~~ , 202~~5~~1.

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~~Collin SewellAl Lopez, Chairman of the Board~~

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Collin Sewell, Chairman of the Board

Ed Rivera, Vice-Chair and Secretary

Erich Holmsten, Treasurer

Gary Lindgren, Director

Theresa Barrera-Shaw, Director

Dr. Nanette Cocero, Director

Connie Miner, Director

David Dunn, Director

Lilya Matos, Director

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IDEA Public Schools

BOARD BYLAWS

IDEA Public Schools prepares students from underserved communities for success in college and citizenship.

AMENDED AND RESTATED BYLAWS OF IDEA PUBLIC SCHOOLS

Contents

AMENDED AND RESTATED BYLAWS OF IDEA PUBLIC SCHOOLS
(A Texas Non-profit Corporation)

ARTICLE 1
NAME AND PURPOSE

1.1 Name. The name of the corporation is IDEA Public Schools, (the "Corporation")

1.02 Purposes. The purposes for which this Corporation is formed are to receive and maintain a fund or funds of real or personal property, or both, and, subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof, exclusively for educational and charitable purposes, and to operate schools and other educational support operations that benefit schools, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

ARTICLE 2
OFFICES

2.01 Principal Office. The principal office of the Corporation in the State of Texas is 2115 W. Pike Boulevard, Weslaco, TX 78596.

2.02 Other Offices. The Corporation may have such other offices, either within or outside of the County of Hidalgo, State of Texas, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

2.03 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Texas a registered office, and a registered agent whose office is identical with such registered office, as required by the Texas Business Organizations Code. The registered office may be, but need not be identical with the principal office of the Corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE 3
MEMBERS

3.01 Members. The Corporation shall have no members.

ARTICLE 4
BOARD OF DIRECTORS

4.01 Management. The business and property of the Corporation shall be managed, controlled, and vested in the Board of Directors.

4.02 Number. At all times, the majority of members must reside within the regions served by IDEA Public Schools. In no event, shall the number of Directors be less than five (5) or more than fifteen (15). Each Director in office shall serve until his term expires, or until he tenders his or her resignation to the Board of Directors, or until he or she is removed.

4.03 Election and Term of Office. Each Director shall be elected to serve a three-year term by a majority vote of those members present at a regular or special meeting of the Board of Directors. Upon election and qualification for his/her first term on the Board, each Director so elected shall serve a term of three (3) years, with the first year being a one-year probation to be followed, if the probation year is successfully completed, by two (2) years of service. Each Director may serve consecutive three-year terms and shall hold office until each Director's successor is elected and qualified, as follows: for any term beyond the initial term, the Governance Committee of the Board (established pursuant to Article 6) shall nominate, and the Board member must consent to being reappointed; and such member shall then appear on a ballot for re-election by the Board.

4.04 Attendance. Each Director should attend all scheduled meetings of the Board of Directors, either via videoconference (conducted in compliance with the Texas Open Meetings Act) or in person. Any Director that does not attend three consecutive regular board meetings will be considered to have automatically resigned from the Board. Additionally, any Director that does not attend a minimum of four of the regular or special board meetings per fiscal year will be considered to have automatically resigned from the Board. The Chairman of the Board of Directors ("Chair") will direct that notice be sent confirming the automatic resignation. The Board may act to excuse absences of any Director at the Board's sole discretion, in which case an automatic resignation shall not occur.

4.05 Resignation. Any Director may resign at any time by giving written notice, including by text or e-mail, of such resignation to the Chair. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified. The acceptance of such resignation shall not be necessary to make it effective.

4.06 Removal. Any Director may be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal.

4.07 Leave of Absence. Any Director may take a leave of absence at any time by giving written notice to the Chair. Any such leave of absence shall take effect at the date of receipt of such notice or at any later date specified. The vacancy will remain unfilled for a six-month period and may be extended at the Chair's discretion.

4.08 Reinstatement. Any Director that has voluntarily resigned may be reinstated at the Director's request at any time during their term, with a majority vote of the Board of Directors.

4.09 Vacancies. Any vacancy in the Board of Directors occurring during the year, including a vacancy created by an increase in the number of Directors, shall be filled for the unexpired portion of the term by a majority vote of the remaining Directors. Any Director elected to fill a vacancy shall hold office until the election and qualification of a successor.

ARTICLE 5
MEETINGS

5.01 Annual Meeting. At least annually, typically in the fall or winter, upon appropriate legal notice and at such time as the Board of Directors shall elect, the Directors shall meet (the "Annual Meeting") to discuss the purpose of the organization, the election of Directors and officers, and the transaction of other business. The Board of Directors may designate any regular meeting as the Annual Meeting provided legal notice is sent.

5.02 Special Meetings. The Chairman of the Board or any three directors, upon request to the Chairman, and appropriate legal notice, may call special meetings of the Board of Directors.

5.03 Regular Meetings. Regular meetings of the Board of Directors may be held at such time and place as shall be determined by the Board and indicated in the notice. Any proper business of the Corporation may be transacted at any Board of Directors meeting, provided the notice requirements of the Texas Open Meetings Act are satisfied.

MEETING RELATING TO TEXAS CHARTER SCHOOLS

5.04 Texas Charter School Meetings. Meetings shall be conducted in accordance with provisions of the Texas Education and Government Codes, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act in all matters respecting the operation of the open-enrollment and campus charter schools, including the following provisions: At no time shall a quorum of the full board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaint against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings by Telephone Conference: In the event of an emergency (as defined in the Texas Open Meetings Act as an emergency or an urgent public necessity requiring immediate action because of imminent threat to public health and safety or reasonably unforeseeable situation) and where a quorum of the Board is difficult or impossible to assemble at one location, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the emergency notice must specify the primary place of the meeting and that a conference call will be conducted. The telephonic participation during an emergency meeting must be by conference call in which all persons participating can be heard by all other participants and the public. Two-way communications shall be provided

during the entire conference call and each party participating shall be clearly identified prior to speaking.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and the notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the participants and the public who are physically present and the meeting shall be audio recorded. Each Director of the Board shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet other prerequisites and requirements of the Texas Open Meetings Act.

(d) All regular and special meetings of the Board of Directors shall be recorded as required by Section 11.0621(c) and Section 12.1051(b) of the Education Code. Approved minutes, adopted resolutions and recordings of meetings shall be accessible to the public as required by law and policy.

5.05 Meetings Notice. Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the Certificate of Formation and these Bylaws, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least three (3) business days before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least three (3) business days before the time of such meeting. Where the law requires additional notice for a meeting or specific agenda topics or hearing requirements, the Board of Directors shall ensure timely notice is made.

(b) Emergency Notice: Emergency meetings as allowed under and subject to the requirements of the Texas Open Meetings Act may be posted up to One Hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) Compliance during Catastrophe: The Board of Director may suspend the applicability of the Open Meetings Act when there is a "Catastrophe" as defined by Section 552.233 of the Open Meetings Act. The Board must meet all requirements of that law and provide notice to the Attorney General as required therein.

(d) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's internet website, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act or Education Code.

(e) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be

deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

5.06 Agenda. At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

5.07 Non-Texas Charter Meetings. Only when conducting any other Corporate business not related, ***in any way***, to the operations or affairs of the Corporation's Texas open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

5.08 Board Action By Unanimous Written Consent. Only when conducting any Corporate business not related, ***in any way***, to the operations or affairs of the Corporation's Texas open-enrollment charter schools, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

5.09 Quorum. At any meeting of the Board of Directors or at any designated committee of the Board, the appearance of a majority of the Directors or committee members duly appointed, serving, and qualified to vote, will be necessary to constitute a quorum to transact any business of the respective body. The act of the majority of the Directors present via videoconference (as described above) or in person at a meeting at which a quorum is present shall be the act of the

Board of Directors, unless the act of a greater number is required by the Certificate of Formation or these Bylaws.

5.10 Compensation. Except as permitted by law and as described in the Corporation's Ethics and Conflicts of Interest Policy, Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties, in accordance with local procedures and applicable State law. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation.

5.11 Powers. All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

(a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
(b) Final authority to adopt or amend the budget of the charter holder or the charter school;
(c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
(d) Final authority to direct the disposition or safekeeping of public records;
(e) Final authority to adopt policies governing charter school operations;
(f) Final authority to approve audit reports; and
(g) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for the Superintendent/Chief Executive Officer.

5.12 Conflict of Interest and Interested Directors and Officers. The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12, 19 Tex. Admin. Code Chapter 100, as required by Local Government Code chapter 171 and 176, Government Code chapter 573 and federal law applicable to public charities.

5.13 Resolutions: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 5.14 herein. Adopted resolutions shall be posted to the Corporation's website and accessible to the public as required by the Education Code and Government Code.

5.14 Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents, and contracts as required by state record retention laws. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director,

or person authorized by law or the Board to inspect such records and in accordance with the Texas Public Information Act. Upon leaving office, each Director, officer, or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, access devices, books, records, minutes, lists, documents, contracts, or other property of the Corporation in his or her custody or control.

5.15 Procedures. For all matters of parliamentary procedures, the Board shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE 6
OFFICERS

6.01 Titles and Term of Office. The Officers of the Board shall include a Chairman, a Vice-Chair, a Secretary and a Treasurer, and such other officers as the Board of Directors may from time to time elect or appoint. The Officers of the Board shall be elected at the annual meeting of the Board of Directors. The term of office of each officer shall commence with his or her election and shall expire with the election of his or her successor. Any two (2) or more offices may be held by the same person except the offices of Chairman and Secretary.

6.02 Removal. The Board of Directors may, at a duly called, noticed and posted meeting, remove any Director from office, with or without cause.

6.03 Vacancies. A vacancy of the office of any Director shall be filled by a vote of a majority of the Directors present at a Board Meeting, and the officer so elected shall hold office until the next annual meeting of the Board of Directors or until a successor is elected and qualified.

6.04 Chairman. The Chairman shall call to order, set the agenda (with the input, advice and counsel of the Superintendent/CEO) and preside over meetings of the board of directors and in general he shall perform all duties incident to the office of chairman and such other duties as may be prescribed by the Board of Directors from time to time.

6.05 Immediate Past Chairman. Upon election of a new Chairman, the preceding chair shall become the Immediate Past Chairman. The Immediate Past Chairman shall advise the Chairman, Vice-Chair and other officers of the Corporation, serve on committees as may be established, support the Corporation in governance and leadership succession and other duties as assigned by the Chair. The Immediate Past Chair who remains on the Board of Directors shall have all other rights and duties as other Directors; however, an Immediate Past Chairman may also serve in an ex-officio capacity if they do not remain an active Director on the Board in which case they shall act as an advisor but not vote.

6.06 Vice-Chair. The Vice-Chair, unless otherwise determined by the Board of Directors shall, in the absence of the Chairman or in the event or the Chairman's inability or refusal to act, perform the duties and possess and exercise the powers of the Chairman.

6.07 Treasurer. The Treasurer shall keep or cause to be kept adequate and correct accounts of the Board of Director's properties and business transactions, including accounts of its assets,

liabilities, receipts, disbursements, gains and losses. The Treasurer shall also render to the Chairman, whenever requested, an account of any or all of his/her transactions as Treasurer and of the financial condition of the Board.

6.08 Secretary. The Secretary shall keep or cause to be kept, the minutes of the meetings of the Board of Directors in books provided for that purpose. He/she shall cause to be given all notices of the meetings of the Board. The Secretary shall certify and keep the original, or a copy of, these Bylaws as amended or otherwise altered to date. The Secretary may sign in the name of the Corporation and/or attest the signatures thereto, all contracts, conveyances, franchises, bonds, deeds, assignments, mortgages, notes and other instruments of the Corporation. In general, the Secretary shall perform all duties incident to the office of the Secretary and such other duties as may be required by law, by these Bylaws or which may be assigned to him/her from time to time by the Board.

6.09 Employed Corporate Officers. The Board of Directors shall employ a Superintendent/Chief Executive Officer for and to be employed by the Charter Schools and to oversee the Corporation's charter school operations and affairs. The Superintendent/Chief Executive Officer shall report directly to the Board of Directors of the Corporation and shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation. The Superintendent/Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board or as required by state law and rules promulgated by the Texas Commissioner of Education.

6.10 Other Employed Officers. The Board of Directors, at its discretion, may hire or appoint or authorize the Superintendent/CEO to hire such other central administration and executive staff as determined necessary by the Board to carry out the day-to-day functions and the mission of the Corporation and the operation of its charter schools.

6.11 Compensation of Employed Corporate Officers. Officers who have been employed by the Board of Directors may receive reasonable compensation that is not excessive for performance of their duties to the Corporation as determined by the Board and based on appropriate comparability documentation complying with TEA rules and IRS Guidelines for determining fairness.

6.12 Agents and Representatives. The Board of Directors may appoint such agents and representatives of the Corporation with such powers and to perform such acts or duties on behalf of the Corporation as the Board of Directors may see fit, so far as may be consistent with the purposes of the Corporation as set forth in its Certificate of Formation and with these Bylaws, to the extent authorized or permitted by law.

ARTICLE 7
COMMITTEES

7.01 Committees. The Board of Directors may establish committees from time to time in furtherance of the Corporation's purposes. The Chairman of the Board shall designate and appoint committee members subject to review of the Board. Such committees shall have and exercise the authority as assigned by the Board of Directors. Such committees and committee members shall

serve at the sole discretion of the Board. Each such committee shall consist of two (2) or more persons, at least one of whom must be a Director of the Board; the remainder need not be Directors. The designation of such committees 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/her by law. No such committee shall have the authority of the Board of Directors to amend, alter or repeal the Bylaws, the Certificate of Formation or any other governance document of the Corporation; to perform any non-delegable function of the Board; to elect, appoint or remove any member of any such committee or any Director or officer of the Corporation; adopt a plan of merger or adopt a plan of consolidation with another corporation; authorize the sale, lease, exchange, or mortgage any personal or real property and assets of the Corporation; authorize the voluntary dissolution of the Corporation or revoke proceedings therefore; adopt a plan for the distribution of the assets of the Corporation; or amend, alter, or repeal any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed on it or him/her by law. Any non- Director who becomes a member of any such committee shall have the same responsibility with respect to such committee as a Director who is a member thereof.

7.02 Regional Board(s). The Board of Directors may, from time to time, establish Regional Board(s) that may serve at the direction of the Board of Directors. Regional Board(s) shall be advisory only with no delegated authority.

7.03 Other Advisory Committees. The Board of Directors may establish such other committees as it deems appropriate. The Chairman of the Board may appoint committee members and membership on such committees may, but need not be, limited to Directors.

7.04 Term of Office. Each member of a committee described in 6.01 and 6.02 above, shall continue as such until the next annual meeting of the Board of Directors of the Corporation or until his or her successor in appointed, unless the committee shall be sooner terminated, or unless such committee member be removed from such committee at the discretion of the Board, or unless such member shall cease to qualify as a member thereof.

7.05 Chairman of Committees. One member of each committee shall be designated as chairman of the committee by the person or persons authorized to appoint the members thereof.

7.06 Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

7.07 Notice: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting, and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt

rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE 8
INDEMNIFICATION

8.01 Liability: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 Policy of Indemnification and Advancement of Expenses. Subject to the limitations described below, the Corporation shall indemnify a Director, officer or committee member of the Corporation to the fullest extent permitted by law, who was, is, or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. The Corporation shall indemnify a person who was, is or is threatened to be made a named defendant or respondent in a proceeding because the person is or was a Director only if it is determined that the person (1) conducted himself/herself in good faith; (2) reasonably believed the conduct was in the person's official capacity; (3) the person reasonably believed that his/her conduct was in the Corporation's best interests and that his/her conduct was not opposed to the Corporations' best interest; and (4) in the case of any criminal proceeding, had no reasonable cause to believe his/her conduct was unlawful. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

Except as described below, a Director, officer or committee member of the Corporation may not be indemnified in respect to a proceeding in which the person is found liable on the basis that personal or private benefit was improperly received by him which for purposes of these Bylaws includes a private benefit of a the person's family member (within the 3rd degree of affinity or consanguinity), whether or not the benefit resulted from an action taken in the persons official capacity; or in which the person is found liable to the Corporation. A person shall be deemed to have been found liable in respect of any claim, issue or matter only after the person shall have been so adjudged by a court of competent jurisdiction after exhaustion of all appeals therefrom.

The Corporation shall pay or reimburse reasonable expenses incurred by a Director, officer or committee member of the Corporation in connection with the person's appearance as a witness or other participation in a legal proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

To the extent permitted by law, the Corporation through its Board of Directors may at its sole discretion decide to indemnify a Director, officer, committee member, employee or agent who, as a result of his or her action or omission is sued in his or her individual capacity. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited. The Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding if: the person is a named defendant or respondent in any proceeding

brought by the Corporation, or the person is alleged to have improperly received a personal or private benefit (described above) or committed other willful or intentional misconduct.

Before the Corporation may pay any indemnification expenses (including attorney's fees), the Corporation shall specifically determine that indemnification is permissible, authorize indemnification and determine that the expenses to be reimbursed are reasonable. The Corporation may make these determinations and decisions by any one of the following procedures:

a. By a majority vote of a quorum consisting of Directors who, at the time of the vote, are not named defendants or respondents in the proceedings;

b. If such a quorum cannot be obtained, then by a majority vote of a committee of the Board of Directors, designated to act in the matter by a majority vote of all Directors, consisting solely of two or more Directors who at the time of the vote are not named defendants or respondents in the proceeding;

c. By special legal counsel selected by the Board of Directors or a committee of the Board by vote as set forth in (a) and (b) of this section, or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all Directors; or

d. By the members in a vote that excludes the vote of Directors who are named defendants or respondents in the proceeding.

The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that indemnification is permissible is made by special legal counsel, authorization of indemnification and determination of reasonableness of expenses shall be made in the manner specified in paragraph (c) above.

The Corporation shall pay indemnification expenses before final disposition of a proceeding only after the Corporation determines that the facts then known would not preclude indemnification and the Corporation receives a written affirmation and undertaking from the person to be indemnified. The person's written affirmation must state that he or she has met the standard of conduct necessary for indemnification under these Bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured, and it may be accepted without reference to financial ability to make repayment.

8.03 Definitions. For purposes of this Article VII:

a. “Expenses” includes court costs and attorney’s fees.

“Representative” means any person who is or was a Director and any person who, while a Director, is or was serving at the request of the corporation as a

Director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of the corporation or of another foreign or domestic association, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise or any person who is or was an officer and any person who, while an officer, is or was serving at the request of the corporation as a Director, officer, partner, venturer, proprietor, trustee, employee, agent, or similar functionary of the corporation or of another foreign or domestic association, partner- ship, trust, employee benefit plan, or other enterprise.

b. "Proceeding" means any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, arbitrative, or investigative, any appeal in such action, suit, or proceeding, and any inquiry or investigation that could lead to such an action, suit, or proceeding.

8.04 Non-Exclusive; Continuation. The indemnification provided by this Article VII shall not be deemed exclusive of any other rights to which the person claiming indemnification may be entitled under any agreement, any vote of disinterested Directors or otherwise, both as to any action in his or her official capacity and as to any action in another capacity while holding such office, and shall continue as to a person who shall have ceased to be a Representative engaged in any other enterprise at the request of the corporation and shall inure to the benefit of the heirs, executors, and administrators of such person.

8.05 Insurance or Other Arrangement. The Corporation shall have the power to purchase and maintain insurance or to the extent permitted by applicable law another arrangement on behalf of any person who is or was a Representative, Director, officer, employee, or agent of the corporation, or who is or was serving at the request of the Corporation as a Director, officer, employee, or agent or any other capacity in another association, or a partnership, joint venture, trust, or other enterprise against any liability asserted against such person and incurred by such person in such capacity, arising out of such person's status as such, whether or not such person is indemnified against such liability by the provisions of this Article VII.

ARTICLE 9
CONTRACTS WITH DIRECTORS AND OFFICERS

9.01 Insider Dealing. Subject to any applicable law or regulation, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner Rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

9.02 Insider Loans. No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

9.03 Real Estate. No Director, officer, administrator, employee or person related to same, as defined by Section 12.106 of the Education Code, may derive any financial benefit from any real estate transaction of the Corporation.

ARTICLE 10
MISCELLANEOUS PROVISIONS

10.01 Fiscal Year. The fiscal year of the corporation shall be from July 1 through June 30 or as determined by the Board of Directors.

10.02 Seal. The seal of the corporation shall be such as from time to time may be approved by the Board of Directors.

10.03 Notice and Waiver of Notice. Whenever any notice is required to be given under the provisions of the Bylaws, such notice may be given personally, by mail, e-mail or by facsimile transmission. If mailed, such notice shall be deemed to be delivered when deposited in the U.S. mail addressed to the person at his or her address as it appears on the records of the corporation, with postage prepaid. If transmitted by facsimile or e-mail, notice is deemed to be delivered on successful transmission of the facsimile or e-mail.

10.04 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the corporation in addition to the officers so authorized by these Bylaws, to enter into any contract and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

10.05 Checks and Drafts. All checks, drafts, or orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer and countersigned by either the Chairman or Vice-Chair of the Corporation.

10.06 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may elect and as authorized by State law.

10.07 Gifts. The Board of Directors may accept on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

10.08 Nondiscrimination. The Corporation shall maintain a nondiscriminatory policy as to participation in its programs and in employment practices as required by Title VI and Title VII of the Civil Rights Act of 1964 and state law.

10.09 Exempt Activities. Notwithstanding any other provision of these Bylaws, no Director, officer, employee or Representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code and its Regulations and they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as they now exist or as they may hereafter be amended. Except as otherwise permitted by law, no part of the net earnings of the Corporation shall inure to the benefit of any maker, founder, contributor or individual.

10.10 Voting Upon Shares of Other Corporations. Unless otherwise directed by the Board of Directors, the Chairman shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meetings of shareholders of any Corporation in which this Corporation may hold shares, and at any such meetings may possess and exercise all of the rights and powers incident to the ownership of such shares which, as the owner thereof, this Corporation might have possessed and exercised if present. The Board of Directors may confer like powers upon any other person and may revoke any such powers as granted at its pleasure.

10.11 Federal Tax Filing. The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.12 Construction. Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.13 Statutory And Other Authority. These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

ARTICLE 11
AMENDMENTS

11.01 Amendments. These Bylaws may be altered, amended, or repealed, or new Bylaws may be adopted, by the Board of Directors acting by the affirmative vote of a majority of the Board of Directors at any annual or regular meeting, or at any special meeting if at least three (3) business days prior written notice is given of the intention to alter, amend, or repeal these Bylaws or to adopt new Bylaws at such meeting and the notice specifies that an alteration, amendment or repeal will be considered at the meeting. Any amendment, alteration or revision the Bylaws shall also be subject to written approval of a charter amendment by the Texas Commissioner of Education, and shall not be effective until approval is received.

ADOPTED AS AMENDED this 18th day of November, 2025.

Collin Sewell, Chairman of the Board	Ed Rivera, Vice-Chair and Secretary
Erich Holmsten, Treasurer	Gary Lindgren, Director
Theresa Barrera-Shaw, Director	Dr. Nanette Cocero, Director
Connie Miner, Director	David Dunn, Director
Lilya Matos, Director	