

Notice of Regular Meeting

The Board of Trustees Celina Independent School District

A Regular Meeting of the Board of Trustees of Celina Independent School District will be held Thursday, January 22, 2015, beginning at 6:15 PM in the Celina ISD Administration Office, 205 S Colorado Dr, Celina, TX 75009.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. CALL TO ORDER DINNER/DISCUSSION
 - 1.A. Board Appreciation Month
 - 1.B. Discuss Agenda Items
 2. CALL TO ORDER & ESTABLISH QUORUM
 - 2.A. Pledge of Allegiance
 - 2.B. Invocation
 3. OPEN FORUM
 - 3.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
 4. CONSENT/CONFIRMATION AGENDA ITEMS
 - 4.A. Minutes of the December 15, 2014 Regular Board Meeting
 - 4.B. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments
 5. INFORMATION/CONFIRMATION AGENDA ITEMS:
 - 5.A. Update on Enrollment/ADA
 6. ACTION/BRIEFING AGENDA ITEMS
 - 6.A. Consider Adopting The Notice and Order the Calling of a School Board Election on May 9, 2015
 - 6.B. Discuss and Approve Update 101
 - 6.C. Discuss and Approve Putting An Administrative/Campus Annual Review Process in Place
 - 6.D. Discuss and Vote on the Statement of Impact for Charter Schools
 7. **CLOSED MEETING - Pursuant to Texas Government Code, Chapter 551, including, but not limited to Section 551.074 - Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, or to hear a complaint or charge against an officer or employee.**
 - 7.A. Personnel
 - 7.A.1. Superintendent Evaluation and Contract Extension
 8. **RECONVENE - Open meeting to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.**
 - 8.A. Action Taken on Items in Closed Session
 9. ADJOURNMENT
-

If, during the course of the meeting, discussion of any items on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter

551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the preside officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [*See* BEC(LEGAL)]

January 19, 2015 at 9:00 AM

For the Board of Trustees

REGULAR BOARD MEETING

December 15, 2014

The Celina Independent School District's Board of Trustees met in regular session on Monday, December 15, 2014 at the Celina Independent School District Administration Offices at 205 S Colorado, Celina, TX 75009 in the Board Room.

At 6:15 PM Choc Christopher called the dinner session to order. Agenda items were discussed.

At 6:53 PM Choc Christopher closed the dinner session.

At 6:57 PM Board President Choc Christopher called the regular meeting of the Celina Independent School District's Board of Trustees to order in the Board Room of the CISD Administration Offices. Choc Christopher led the pledge and Tim Looper gave the invocation.

MEMBERS PRESENT: Choc Christopher, Jeff Gravley, Kelly Juergens, Pam Peters, Todd Snyder and Tim Looper. Chuck Hansen arrived at 7:11 PM.

MEMBERS ABSENT: None

SCHOOL OFFICIALS & VISITORS PRESENT: Donny O'Dell, Rick DeMasters, Starlynn Wells, Karen Walker, Bill Hemby and Lana Brooks.

OPEN FORUM: Clint Entrop addressed the Board on Technology Credits.

CONSENT/CONFIRMATION AGENDA ITEMS.

Tim Looper moved and Jeff Gravley seconded the motion to approve the minutes of the November 17, 2014 Regular Board Meeting and the December 1, 2014 Special Team of 8 Training Session along with the Monthly Cash Distributions/Cash Balance/Investment Report and Budget Amendments. Motion Carried 6-0.

INFORMATION/CONFIRMATION AGENDA ITEMS:

Board Training Hours were announced as follows:

Choc Christopher	11 hours
Jeff Gravley	8.75 hours
Chuck Hansen	11 hours
Kelly Juergens	11 hours
Tim Looper	11.5 hours
Pam Peters	12 hours
Todd Snyder	12 hours

Mr. O'Dell talked to the board about the Superintendent Evaluation forms.

ACTION/BRIEFING AGENDA ITEMS:

After a summary on the highly qualified report from Mr. DeMasters Todd Snyder moved and Kelly Juergens seconded the motion to approve as presented. Motion Carried 7-0.

Karen Walker talked about changes to graduation requirements. After further discussion Jeff Gravley moved and Chuck Hansen seconded the motion to approve the changes as presented. Motion Carried 7-0.

At 7:35 PM Choc Christopher recessed the open session and convened the Board in closed session, pursuant to Texas Government code, Chapter 551, including, but not limited to Section 551.074 – Personnel.

A. Personnel

- a. Elementary Bi-lingual – Bethany McCarter**
- b. High School History – Randall Balch – moving from Aide to Teacher**

At 7:57 PM Choc Christopher recessed the closed session and reconvened in open session to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.

ACTION TAKEN ON ITEMS IN CLOSED SESSION:

Kelly Juergens moved and Todd Snyder seconded the motion to hire the following personnel:

Elementary Bi-lingual – Bethany McCarter
High School History - Randall Balch

Motion Carried 7-0.

ADJOURNMENT:

Chuck Hansen moved and Jeff Gravley seconded the motion to adjourn the meeting. Motion carried 7-0.

The meeting adjourned at 7:59 PM.

Choc Christopher, President

Kelly Juergens, Secretary

CELINA INDEPENDENT SCHOOL DISTRICT
GENERAL FUND (INCLUDES ATHLETIC, HUBBARD, OPERATING)
MONTHLY FINANCIAL REPORT
DECEMBER 31, 2014

	RECEIVED TO			PERCENT REMAINING
	BUDGET	DATE	REMAINING	
REVENUES:				
5700 OTHER LOCAL REVENUE	\$ 748,153.00	\$ 687,132.46	\$ 61,020.54	8.16%
5711 PROPERTY TAXES, CURRENT YEAR	\$ 8,144,831.00	\$ 4,745,331.27	\$ 3,399,499.73	41.74%
5712 PROPERTY TAXES, PRIOR YEAR	\$ 200,000.00	\$ 69,728.48	\$ 130,271.52	65.14%
5719 PENALTY & INTEREST	\$ 50,000.00	\$ 28,109.59	\$ 21,890.41	43.78%
5800 STATE PROGRAM REVENUES	\$ 9,067,377.00	\$ 4,246,393.59	\$ 4,820,983.41	53.17%
5900 FEDERAL PROGRAM REVENUE	\$ 25,000.00	\$ 39,012.14	\$ (14,012.14)	-56.05%
7900 FLOW-THROUGH REVENUE	\$ 81,364.00		\$ 81,364.00	100.00%
TOTAL REVENUES	\$ 18,316,725.00	\$ 9,815,707.53	\$ 8,501,017.47	46.41%

	EXPENDED TO			PERCENT REMAINING
	BUDGET	DATE	REMAINING	
EXPENDITURES:				
11 INSTRUCTION	\$ 9,490,750.00	\$ 4,513,064.51	\$ 4,977,685.49	52.45%
12 LIBRARY SERVICES	\$ 233,560.00	\$ 81,518.57	\$ 152,041.43	65.10%
13 CURRICULUM	\$ 278,230.00	\$ 131,936.65	\$ 146,293.35	52.58%
21 INSTRUCTIONAL LEADERSHIP	\$ 64,106.00	\$ 31,961.06	\$ 32,144.94	50.14%
23 SCHOOL ADMINISTRATION	\$ 1,433,542.00	\$ 681,354.49	\$ 752,187.51	52.47%
31 GUIDANCE AND COUNSELING	\$ 456,801.00	\$ 223,913.94	\$ 232,887.06	50.98%
32 SOCIAL WORK SERVICES	\$ 48,913.00	\$ 22,359.37	\$ 26,553.63	54.29%
33 HEALTH SERVICES	\$ 212,408.00	\$ 97,586.12	\$ 114,821.88	54.06%
34 PUPIL TRANSPORTATION	\$ 975,383.00	\$ 593,713.88	\$ 381,669.12	39.13%
36 EXTRA CURRICULAR ACTIVITIES	\$ 978,678.00	\$ 509,477.01	\$ 469,200.99	47.94%
41 GENERAL ADMINISTRATION	\$ 679,928.00	\$ 360,028.14	\$ 319,899.86	47.05%
51 PLANT MAINTENANCE & OPERATION	\$ 2,407,550.00	\$ 1,184,628.83	\$ 1,222,921.17	50.80%
52 SECURITY & MONITORING	\$ 77,560.00	\$ 54,894.23	\$ 22,665.77	29.22%
53 DATA PROCESSING	\$ 343,958.00	\$ 194,078.93	\$ 149,879.07	43.57%
71 DEBT SERVICE	\$ 203,863.00	\$ 101,931.06	\$ 101,931.94	50.00%
81 FACILITY IMPROVEMENT			\$ -	#DIV/0!
93 PAYMENT TO FISCAL AGENTS	\$ 393,995.00	\$ 174,438.00	\$ 219,557.00	55.73%
99 TAX APPRAISAL	\$ 70,000.00	\$ 38,119.24	\$ 31,880.76	45.54%
TRANSFER OUT (HUBBARD)			\$ -	#DIV/0!
TRANSFER TO CONSTRUCTION			\$ -	#DIV/0!
TOTAL EXPENDITURES	\$ 18,349,225.00	\$ 8,995,004.03	\$ 9,354,220.97	50.98%

Celina Independent School District
Operating Cash Flow Statement
2014-2015

	October, 2014	November, 2014	December, 2014
	Actual	Actual	Actual
<i>Beginning Cash Balance</i>	\$ 2,145,455.58	2,279,620.18	1,844,399.27
RECEIPTS			
Tax Collections	\$ 206,646.95	321,184.72	4,206,559.23
Interest	\$ 1,141.61	1,089.55	1,167.71
Other Local Revenue	\$ 40,750.46	24,869.99	19,269.76
State Revenue - Available School	\$	2,565.00	58,964.00
State Revenue -Foundation	\$ 1,385,624.00	728,825.00	
State Revenue - Prior Year	\$		
State Revenue - Misc	\$ 7,647.45	2,469.60	
Federal Program Revenue	\$	26,291.84	46,866.81
Breakfast/Lunch Revenue - Local/Fed	\$ 90,173.03	80,337.83	62,840.37
Transfers From Texpool/Hubbard	\$		11,929.42
Total Revenue	\$ 1,731,983.50	1,187,633.53	4,407,597.30
DISBURSEMENTS			
Payroll Net Checks	\$ -787,397.44	-908,455.67	-792,902.96
Payroll Deductions	\$ -43,448.73	-42,999.91	-42,952.60
TRS Deposit	\$ -216,731.88	-229,414.91	-224,446.26
IRS Deposit	\$ -107,692.16	-132,610.08	-109,719.77
Total Payroll	\$ -1,155,270.21	-1,313,480.57	-1,170,021.59
Transfers to Texpool	\$		-1,300,000.00
Transfer to Ind Bank MMA	\$		
Account Payable Expenditures	\$ -442,548.69	-309,373.87	-375,417.53
Total Expenditures	\$ -1,597,818.90	-1,622,854.44	-2,845,439.12
Net Change in Cash	\$ 134,164.60	-435,220.91	1,562,158.18
Ending Cash Balance	\$ 2,279,620.18	1,844,399.27	3,406,557.45
Beginning Cash Balance at Texpool	\$ 400,063.74	400,072.81	400,082.16
Deposits - Transfers In	\$ 0.00	0.00	1,300,000.00
Interest Earned	\$ 9.07	9.35	30.01
Transfers out	\$ 0.00	0.00	
Ending Cash Balance at Texpool	\$ 400,072.81	400,082.16	1,700,112.17
Beginnin Cash Balance-Ind Bank MMA	2,009,745.64	2,010,855.13	2,011,929.42
Deposits - Transfer In	0.00	0.00	0.00
Interest Earned	1,109.49	1,074.29	1,104.96
Transfers out	0.00	0.00	-11,929.42
Ending Cash Balance-Ind Bank MMA	2,010,855.13	2,011,929.42	2,001,104.96
TOTAL CASH AVAILABLE	\$ 4,690,548.12	4,256,410.85	7,107,774.58

CELINA INDEPENDENT SCHOOL DISTRICT
 INTEREST AND SINKING FUND 599
 MONTHLY FINANCIAL REPORT
 AS OF
 DECEMBER 31, 2014

	BUDGET	RECEIVED TO DATE	REMAINING	PERCENT REMAINING
REVENUES:				
5700 TAXES CURRENT YEAR	\$ 3,564,427.00	\$ 2,081,265.90	\$ 1,483,161.10	41.61%
5700 TAXES PRIOR YEAR	\$ 75,000.00	\$ 30,936.93	\$ 44,063.07	58.75%
5700 PENALTY AND INTEREST	\$ 15,000.00	\$ 11,409.62	\$ 3,590.38	23.94%
5700 LOCAL REVENUE	\$ 9,500.00	\$ 29,130.23	\$ (19,630.23)	-206.63%
5700 BOND PROCEEDS			\$ -	#DIV/0!
7900 BOND PROCEEDS/PREMIUMS	\$ 9,959,779.35	\$ 9,959,779.35		0.00%
5800 STATE REVENUE	\$ 86,372.00		\$ 86,372.00	100.00%
TOTAL REVENUES	\$ 13,710,078.35	\$ 12,112,522.03	\$ 1,530,814.55	11.17%

	BUDGET	EXPENDED TO DATE	REMAINING	PERCENT REMAINING
EXPENDITURES:				
6511 BOND PRINCIPAL	\$ 1,297,527.00	\$ 1,297,526.40	\$ 0.60	0.00%
6521 BOND INTEREST	\$ 2,383,200.00	\$ 1,248,198.63	\$ 1,135,001.37	47.63%
6599 OTHER DEBT SERVICE FEES	\$ 184,272.31	\$ 179,399.81	\$ 4,872.50	2.64%
8900 FLOW THRU	\$ 9,783,507.04	\$ 9,783,507.04	\$ -	0.00%
TOTAL EXPENDITURES	\$ 13,648,506.35	\$ 12,508,631.88	\$ 1,139,874.47	\$ 0.50

Celina Independent School District
Interest & Sinking Cash Flow Statement
2014-2015

	October, 2014 Actual	November, 2014 Actual	December, 2014 Actual
<i>Beginning Cash Balance-Independent Bk</i> \$	41,425.93	131,164.12	271,967.70
RECEIPTS			
Tax Collections \$	90,454.00	140,695.07	1,164,627.03
Interest \$	34.19	108.51	358.42
Transfer from Texpool \$	0.00	0.00	839.76
State Revenue - IFA \$	0.00	0.00	0.00
Total Revenue \$	90,488.19	140,803.58	1,165,825.21
DISBURSEMENTS			
Bond Payments \$	-750.00	0.00	0.00
Transfers to Texpool \$	0.00	0.00	0.00
Transfers to MMA Independent Bank			0.00
Total Expenditures \$	-750.00	0.00	0.00
Net Change in Cash	89,738.19	140,803.58	1,165,825.21
Ending Cash Balance - Independent Bk \$	131,164.12	271,967.70	1,437,792.91
Beginning Cash Balance at Texpool \$	343.51	26,927.20	26,927.80
Deposits - Transfers In/Int Sale of Bond \$	26,583.33	0.00	680,000.00
Interest Earned \$	0.36	0.60	9.25
Transfers out \$	0.00	0.00	0.00
Ending Cash Balance at Texpool \$	26,927.20	26,927.80	706,937.05
Independent Bank - MMA Investment			
Beginning Balance	100,730.30	100,785.91	100,839.76
Deposits	0.00	0.00	0.00
Interest	55.61	53.85	55.26
Transfers out	0.00	0.00	-839.76
Ending Cash Balance - Ind Bank MMA	100,785.91	100,839.76	100,055.26
TOTAL CASH AVAILABLE \$	258,877.23	399,735.26	2,244,785.22

Celina Independent School District
Construction Cash Flow Statement
2014-2015

		October, 2014 Actual	November, 2014 Actual	December, 2014 Actual
<i>Beginning Cash Balance</i>	\$	98,482.33	80,085.25	63,169.53
RECEIPTS				
Interest	\$	50.86	39.28	39.31
Additional Revenue Trans from Operating		0.00	0.00	9,132.84
Transfers from Logic	\$	0.00	0.00	0.00
Transfers from Texpool		0.00	0.00	0.00
Total Revenue	\$	50.86	39.28	9,172.15
DISBURSEMENTS				
Transfers to Texpool/Logic	\$	0.00	0.00	0.00
Construction Payables	\$	-18,447.94	-16,955.00	-800.00
Total Expenditures	\$	-18,447.94	-16,955.00	-800.00
Net Change in Cash	\$	-18,397.08	-16,915.72	8,372.15
 Ending Cash Balance**	 \$	 80,085.25	 63,169.53	 71,541.68
Beginning Cash Balance at Texpool	\$	102.23	102.23	102.23
Deposits - Transfers In	\$	0.00	0.00	0.00
Interest Earned	\$	0.00	0.00	0.00
Transfers out	\$	0.00	0.00	0.00
Ending Cash Balance at Texpool	\$	102.23	102.23	102.23
 Logic Beginning Balance	 \$	 122.99	 122.99	 122.99
Deposits - Transfers In		0.00	0.00	0.00
Interest Earned	\$	0.00	0.00	0.00
Transfer to checking	\$	0.00	0.00	0.00
Ending Balance at Logic	\$	122.99	122.99	122.99
 TOTAL CASH AVAILABLE	 \$	 80,310.47	 63,394.75	 71,766.90

Celina Independent School District
Hubbard Cash Flow Statement
2014-2015

	October, 2014 Actual	November, 2014 Actual	December, 2014 Actual
<i>Beginning Cash Balance</i>	\$ 204,210.14	204,322.87	704,547.79
RECEIPTS			
Interest	\$ 112.73	224.92	388.94
Payments from Hubbard TR	\$ 0.00	500,000.00	0.00
Total Revenue	\$ 112.73	500,224.92	388.94
DISBURSEMENTS			
Transfers to Operating	0.00	0.00	0.00
Transfers to Texpool	0.00	0.00	0.00
Total Expenditures	\$ 0.00	0.00	0.00
Net Change in Cash	112.73	500,224.92	388.94
Ending Cash Balance	\$ 204,322.87	704,547.79	704,936.73

CELINA INDEPENDENT SCHOOL DISTRICT
 FOOD SERVICE FUND 240
 MONTHLY FINANCIAL REPORT
 AS OF
 DECEMBER 31, 2014

	BUDGET	RECEIVED TO DATE	REMAINING	PERCENT REMAINING
REVENUES:				
5751 REVENUE FROM MEALS SERVED	\$ 450,000.00	\$ 186,208.90	\$ 263,791.10	58.62%
5800 STATE REVENUE	\$ 20,683.00	\$ 8,464.86	\$ 12,218.14	59.07%
5900 NATL CHILD NUTRITION	\$ 392,500.00	\$ 122,923.15	\$ 269,576.85	68.68%
TOTAL REVENUES	\$ 863,183.00	\$ 317,596.91	\$ 545,586.09	63.21%

	BUDGET	EXPENDED TO DATE	REMAINING	PERCENT REMAINING
EXPENDITURES:				
35 FOOD SERVICES	\$ 863,183.00	\$ 352,921.24	\$ 510,261.76	59.11%

Celina Independent School District
Investment Statement
2014-2015

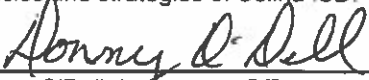
	October, 2014 Actual	November, 2014 Actual	December, 2014 Actual
Construction Account			
Beginning Cash Balance at Texpool	\$ 102.23	102.23	102.23
Deposits - Transfers In	\$ 0.00	0.00	0.00
Interest Earned	\$ 0.00	0.00	0.00
Transfers out	\$ 0.00	0.00	0.00
Ending Cash Balance at Texpool	\$ 102.23	102.23	102.23
Beginning Cash Balance at Logic	\$ 122.99	122.99	122.99
Deposits - Transfers In	\$ 0.00	0.00	0.00
Interest Earned	\$ 0.00	0.00	0.00
Transfers out	\$ 0.00	0.00	0.00
Ending Cash Balance at Logic	\$ 122.99	122.99	122.99
Beginning Cash Balance at Ind Bank	\$ 98,482.33	80,085.25	63,169.53
Deposits - Transfers In	\$ 0.00	0.00	9,132.84
Interest Earned	\$ 50.86	39.28	39.31
Transfers out	\$ -18,447.94	-16,955.00	-800.00
Ending Cash Balance at Ind Bank	\$ 80,085.25	63,169.53	71,541.68
Operating			
General Operating			
Beginning Cash Balance at Texpool	\$ 400,063.74	400,072.81	400,082.16
Deposits - Transfers In	\$ 0.00	0.00	1,300,000.00
Interest Earned	\$ 9.07	9.35	30.01
Transfers out	\$ 0.00	0.00	
Ending Cash Balance at Texpool	\$ 400,072.81	400,082.16	1,700,112.17
Beginning MMA - Independent Bank-Hubbard	\$ 204,210.14	204,322.87	704,547.79
Deposits - Transfers In	\$ 0.00	500,000.00	0.00
Interest Earned	\$ 112.73	224.92	388.94
Transfers out	\$ 0.00	0.00	0.00
Ending MMA - Independent Bank	\$ 204,322.87	704,547.79	704,936.73
Beginning MMA - Independent Bank-Operating	\$ 2,009,745.64	2,010,855.13	2,011,929.42
Deposits - Transfers In	\$ 0.00	0.00	0.00
Interest Earned	\$ 1,109.49	1,074.29	1,104.96
Transfers out	\$		-11,929.42
Ending MMA - Independent Bank	\$ 2,010,855.13	2,011,929.42	2,001,104.96
Beginning Cash Balance at Ind Bank	\$ 2,145,455.58	2,279,620.18	1,844,399.27
Deposits	\$ 1,730,841.89	1,186,543.98	4,406,429.59
Interest Earned	\$ 1,141.61	1,089.55	1,167.71
Expenditures	\$ -1,597,818.90	-1,622,854.44	-2,845,439.12
Ending Cash Balance at Ind Bank	\$ 2,279,620.18	1,844,399.27	3,406,557.45

Celina Independent School District
Investment Statement
2014-2015

Interest and Sinking

Beginning Cash Balance at Texpool	\$	343.51	26,927.20	26,927.80
Deposits - Transfers In	\$	26,583.33	0.00	680,000.00
Interest Earned	\$	0.36	0.60	9.25
Transfers out	\$	0.00	0.00	0.00
Ending Cash Balance at Texpool	\$	26,927.20	26,927.80	706,937.05
Beginning Cash Balance at Ind Bank	\$	41,425.93	131,164.12	271,967.70
Deposits	\$	90,454.00	140,695.07	1,165,466.79
Interest Earned	\$	34.19	108.51	358.42
Expenditures/Transfers Out	\$	-750.00	0.00	0.00
Ending Cash Balance at Ind Bank	\$	131,164.12	271,967.70	1,437,792.91
Beginning MMA - Independent Bank-I & S	\$	100,730.30	100,785.91	100,839.76
Deposits - Transfers In	\$	0.00	0.00	0.00
Interest Earned	\$	55.61	53.85	55.26
Transfers out	\$	0.00	0.00	-839.76
Ending MMA - Independent Bank	\$	100,785.91	100,839.76	100,055.26

This report is presented in accordance with the Texas Government Code Title 10 Section 2256.023. The below signed hereby certify that, to the best of their knowledge on the date this report was created, Celina ISD is in compliance with the provisions of Government Code 2256 and with the policies and strategies of Celina ISD.



Donny O'Dell, Investment Officer



Sarabeth McCarter, Investment Designee

Celina Independent School District
Investment Statement
2014-2015

RATE INFORMATION

**DEPOSITORY CONTRACT WITH INDEPENDENT BANK LOCKED IN .65% FIXED RATE FOR TWO YEARS
MONEY MARKET INVESTMENT ACCTS AT INDEPENDENT BANK .55% FOR 12 MONTHS**

DECEMBER, 2014

LOGIC INVESTMENT POOL

Monthly Averages

INTEREST RATE:	0.0875%
ALLOCATION FACTOR:	0.000002668
AVERAGE MONTHLY POOL BALANCE:	3,394,042,659.22
WEIGHTED AVERAGE MATURITY:	54
BOOK VALUE	3,939,993,459.46
MARKET VALUE	3,940,056,660.58
MARKET VALUE PER SHARE:	1.000012
NUMBER OF PARTICIPANTS	474

LOGIC PORTFOLIO ASSET SUMMARY AS OF DECEMBER, 2014

	BOOK VALUE	MARKET VALUE
Uninvested Balance	210.01	210.01
Accrual of Interest Income	179,594.76	179,594.76
Interest and Management Fees Payable	(505,683.27)	(505,683.27)
Payable for Investment Purchased		
Accrued Expenses & Taxes		
Receivable for Investment Sold		
Repurchase Agreements	1,004,473,000.00	1,004,473,000.00
Commercial Paper	2,390,087,409.76	2,390,188,338.75
Government Securities	545,758,928.20	545,721,200.33
US Treasury Notes	0.00	0.00
Total	3,939,993,459.46	3,940,056,660.58

TEXPOOL INVESTMENT POOL - DECEMBER, 2014

Monthly Averages

INTEREST RATE:	0.0418%
ALLOCATION FACTOR:	0.000000782
AVERAGE MONTHLY POOL BALANCE:	12,702,665,862.38
WEIGHTED AVERAGE MATURITY:	49
BOOK VALUE	13,845,826,587.92
MARKET VALUE	13,846,528,716.93
MARKET VALUE PER SHARE:	1.00003
NUMBER OF PARTICIPANTS	2321

TEXPOOL PORTFOLIO ASSET SUMMARY AS OF DECEMBER, 2014

	BOOK VALUE	MARKET VALUE
Uninvested Balance	7,807.79	7,807.79
Accrual of Interest Income	7,806,802.84	7,806,802.84
Interest and Management Fees Payable	(450,754.64)	(450,754.64)
Payable for Investment Purchased	0.00	0.00
Accrued Expenses & Taxes	0.00	0.00
Receivable for Investment Sold	0.00	0.00
Repurchase Agreements	1,666,974,000.00	1,666,934,520.00
Mutual Fund Investments	775,006,855.60	775,006,855.60
Government Securities	10,293,827,606.73	10,294,641,635.34
US Treasury Bills	0.00	0.00
US Treasury Notes	1,102,654,269.60	1,102,581,850.00
Total	13,845,826,587.92	13,846,528,716.93

Budgeted/Expended Comparison Summary

as of DECEMBER, 2014

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	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	Available to Use %
Funds 181-191-199 General Operating							
11 Instruction							
6100 Payroll Costs	8,962,801.00	8,960,801.00	4,207,568.60	737,765.04		4,753,232.40	53.04%
6200 Professional Services	128,233.00	131,233.00	65,451.18	8,324.27	3,000.00	62,781.82	47.84%
6300 Supplies and Materials	265,383.00	299,435.00	152,652.88	18,949.24	15,222.45	131,559.67	43.94%
6400 Other Operating	69,183.00	71,183.00	45,020.17	1,501.73	259.42	25,903.41	36.39%
6600 Capital Outlay	30,150.00	28,098.00	23,889.81	6,822.00		4,208.19	14.98%
Total Instruction	9,455,750.00	9,490,750.00	4,494,582.64	773,362.28	18,481.87	4,977,685.49	52.45%
12 Library							
6100 Payroll Costs	193,170.00	193,170.00	68,513.22	11,368.15		124,656.78	64.53%
6200 Professional Services	4,425.00	4,425.00	1,235.00		563.00	2,627.00	59.37%
6300 Supplies and Materials	6,858.00	6,858.00	3,141.30	1,079.08		3,716.70	54.20%
6400 Other Operating	6,650.00	6,650.00	5,262.57			1,387.43	20.86%
6600 Capital Outlay	22,457.00	22,457.00	2,220.29	303.91	583.19	19,653.52	87.52%
Total Library	233,560.00	233,560.00	80,372.38	12,751.14	1,146.19	152,041.43	65.10%
13 Curriculum							
6100 Payroll Costs	216,440.00	216,440.00	97,289.07	16,135.25		119,150.93	55.05%
6200 Contracted Services	27,500.00	27,500.00	11,098.40	8,014.40		16,401.60	59.64%
6300 Supplies and Materials	26,500.00	26,500.00	18,705.58	1,255.52		7,794.42	29.41%
6400 Other Operating	7,790.00	7,790.00	4,018.60	1,055.04	825.00	2,946.40	37.82%
Total Library	278,230.00	278,230.00	131,111.65	26,460.21	825.00	146,293.35	52.58%
21 Instructional Leadership							
6100 Payroll Costs	64,106.00	64,106.00	31,961.06	5,340.06		32,144.94	50.14%
Total Inst Leadership	64,106.00	64,106.00	31,961.06	5,340.06	-	32,144.94	50.14%
23 School Leadership							
6100 Payroll Costs	1,411,605.00	1,411,605.00	673,692.13	112,358.75		737,912.87	52.27%
6200 Professional Services	1,213.00	1,213.00				1,213.00	100.00%
6300 Supplies and Materials	6,975.00	6,975.00	1,861.88	80.27	361.98	4,751.14	68.12%
6400 Other Operating	11,649.00	11,649.00	3,583.55	240.88	593.00	7,472.45	64.15%
6600 Capital Outlay	2,100.00	2,100.00	1,075.43	310.28	186.52	838.05	39.91%
Total School Leadership	1,433,542.00	1,433,542.00	680,212.99	112,990.18	1,141.50	752,187.51	52.47%

Budgeted/Expended Comparison Summary

as of DECEMBER, 2014

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%

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	Available to Use
Funds 181-191-199 General Operating							
31 Guidance & Counseling							
6100 Payroll Costs	436,930.00	436,930.00	213,337.86	35,055.31		223,592.14	51.17%
6200 Professional Services	7,350.00	7,350.00	5,100.00			2,250.00	30.61%
6300 Supplies and Materials	7,498.00	7,498.00	2,539.15	252.70	1,616.80	3,342.05	44.57%
6400 Other Operating	4,473.00	4,473.00	1,033.93	250.00	286.20	3,152.87	70.49%
6600 Capital Outlay	550.00	550.00				550.00	100.00%
Total Counseling	456,801.00	456,801.00	222,010.94	35,558.01	1,903.00	232,887.06	50.98%
32 SOCIAL WORK							
6100 Payroll Costs	48,763.00	48,763.00	22,259.37	3,921.67		26,503.63	54.35%
6300 Supplies and Materials	71.00	150.00	100.00	100.00		50.00	33.33%
Total Social Work	48,834.00	48,913.00	22,359.37	4,021.67	0.00	26,553.63	54.29%
33 Health Services							
6100 Payroll Costs	201,200.00	201,200.00	92,141.32	16,004.35		109,058.68	54.20%
6200 Professional Services	842.00	842.00				842.00	100.00%
6300 Supplies and Materials	6,350.00	6,350.00	2,888.77		338.00	3,123.23	49.18%
6400 Other Operating	2,970.00	2,970.00	463.50		170.70	2,335.80	78.65%
6600 Capital Outlay	1,046.00	1,046.00	1,583.83			(537.83)	-51.42%
Total Health Services	212,408.00	212,408.00	97,077.42	16,004.35	508.70	114,821.88	54.06%
34 Pupil Transportation							
6100 Payroll Costs	566,513.00	566,513.00	317,369.03	59,651.76		249,143.97	43.98%
6200 Professional Services	12,800.00	12,800.00	9,097.56	658.00		3,702.44	28.93%
6300 Supplies and Materials	192,500.00	192,500.00	75,738.38	12,865.19	1,605.91	115,155.71	59.82%
6400 Other Operating	20,000.00	20,000.00	5,533.00	2,394.44		14,467.00	72.34%
6600 Capital Outlay	183,570.00	183,570.00	184,370.00			(800.00)	-0.44%
Total Pupil Transport	975,383.00	975,383.00	592,107.97	75,569.39	1,605.91	381,669.12	39.13%
36 Extra Curricular							
6100 Payroll Costs	617,758.00	617,758.00	295,848.80	48,107.54		321,909.20	52.11%
6200 Professional Services	92,355.00	92,355.00	55,709.83	1,843.80	150.00	36,495.17	39.52%
6300 Supplies and Materials	107,295.00	107,795.00	55,721.19	3,438.08	1,701.80	50,372.01	46.73%
6400 Other Operating	149,570.00	149,570.00	98,539.35	13,034.91	1,806.04	49,224.61	32.91%
6600 Capital Outlay	11,200.00	11,200.00				11,200.00	100.00%
Total Extra Curricular	978,178.00	978,678.00	505,819.17	66,424.33	3,657.84	469,200.99	47.94%

Budgeted/Expended Comparison Summary

as of DECEMBER, 2014

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	Available to Use
Funds 181-191-199 General Operating							
93 Payment to Fiscal Agent							
6400 Other Operating	396,995.00	393,995.00	174,438.00	86,356.50		219,557.00	55.73%
Total Fiscal Agent	396,995.00	393,995.00	174,438.00	86,356.50	-	219,557.00	55.73%
99 Other Govt Charges							
6200 Contracted Services	70,000.00	70,000.00	38,119.24	548.18		31,880.76	45.54%
Total Oter Govt Chgs	70,000.00	70,000.00	38,119.24	548.18	-	31,880.76	45.54%

Budgeted/Expended Comparison Summary

as of DECEMBER, 2014

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	Available to Use
Fund 240 Food Service							
35 Food Service							
6100 Payroll Costs	379,896.00	379,896.00	179,068.49	31,612.16		200,827.51	52.86%
6200 Professional Services	59,999.00	59,999.00	35,317.20	7,732.51		24,681.80	41.14%
6300 Supplies and Materials	415,290.00	415,290.00	137,626.30	26,118.33		277,663.70	66.86%
6400 Other Operating	7,998.00	7,998.00	909.25			7,088.75	88.63%
6600 Capital Outlay						-	#DIV/0!
Total Food Service	863,183.00	863,183.00	352,921.24	65,463.00	-	510,261.76	59.11%

Budgeted/Expended Comparison Summary

as of DECEMBER, 2014

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%

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	Available to Use
Fund 599 Debt Service							
71 Debt Service							
6500 Debt Service	3,688,727.00	13,648,506.35	12,508,631.88			1,139,874.47	8.35%
Total Debt Service	3,688,727.00	13,648,506.35	12,508,631.88	-	-	1,139,874.47	8.35%

ORDER & NOTICE OF ELECTION
CELINA INDEPENDENT SCHOOL DISTRICT

An election is hereby ordered to be held on Saturday, May 9, 2015 for the purpose of conducting an election for the following school board positions:

Place 5 (Currently held by Pam Peters)
Place 6 (Currently held by Kelly Juergens)
Place 7 (Currently held by Todd Snyder)

Early voting by personal appearance will be conducted each weekday at CELINA INDEPENDENT SCHOOL DISTRICT ADMINISTRATION BUILDING AT 205 S. COLORADO STREET beginning on Monday, April 27, 2015 and ending on Tuesday, May 5, 2015 at the following times:

City and School District voters may vote at any of the additional Early voting locations open under full contract services with the Collin County Elections Administration.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
April 26	April 27 Early Voting 8 am – 5 pm	April 28 Early Voting 8 am – 5 pm	April 29 Early Voting 8 am – 5 pm	April 30 Early Voting 8 am – 7 pm	May 1 <i>Early Voting</i> 8 am – 5 pm	May 2 <i>Early Voting</i> 8 am – 5 pm
May 3	May 4 Early Voting 7 am – 7 pm	<i>May 5</i> Early Voting 7 am – 7pm	<i>May 6</i>	<i>May 7</i>	<i>May 8</i>	May 9 Election Day 7 am – 7 pm

Applications for ballot by mail shall be mailed to:
(First Day to Apply for Ballot by Mail – March 10, 2015)

Collin County Early Voting Clerk
2010 Redbud Blvd, Suite 102
McKinney, TX 75069

Applications for ballot by mail must be received no later than the close of business on Thursday, April 30, 2015.

Issued this the 22nd day of January, 2015.

Choc Christopher, President

Kelly Juergens, Secretary

Vantage Points

A Board Member's Guide to Update 101

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the TASB Localized Update. The topic-by-topic outline and the thumbnail descriptions focus attention on key issues to assist local officials in understanding changes found in the policies. **The description of policy changes in *Vantage Points* is highly summarized and should not substitute for careful attention to the more detailed, district-specific Explanatory Notes and the policies within the localized update packet.**

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

We welcome your comments or suggestions for improving *Vantage Points*. Please write to us at TASB Policy Service, P.O. Box 400, Austin, TX 78767-0400, e-mail us at policy.service@tasb.org, or call us at 800-580-7529 or 512-467-0222.

For further information about Policy Service, check out our website at <http://policy.tasb.org>.

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Update 101 incorporates recent changes to the Administrative Code on topics including board member training, school nutrition policies, secondary curriculum requirements, promotion and retention, and reporting child abuse and neglect, as well as revisions to the legally referenced policies on employee contracts. Local policy recommendations at Update 101 address issues such as board meetings, acceptance of electronic bids or proposals for district purchases, the authority to approve school closures and variations to the school calendar, and a recent commissioner of education decision that prompted changes to all three of the local policies addressing grievances.

Board Issues

**Board
Training**

As reflected in revisions to BBD(LEGAL) on board training and orientation, the State Board of Education (SBOE) amended the existing requirement that a board president announce board member compliance with training requirements. Effective August 25, 2014, and applicable for the last calendar meeting of 2014, the amended rules require an additional statement that completion of annual training is an obligation and expectation of any board member under SBOE rule. Training requirements for new board members were also revised to specify a minimum time frame of three hours for the local district orientation, along with topics that the orientation must cover. In addition, a change was also made in the deadline to receive training on the Texas Education Code, which now must occur within the first 120 days of service rather than the first year and include discussion of specific chapters of the Education Code. Finally, the rules added a requirement that the annual team building session include a review of the framework for governance leadership, also approved by the SBOE. [For the governance framework, see BBD(EXHIBIT), not included in this update.]

**Board
Meetings**

BE(LOCAL) POLICY CONSIDERATIONS

Recommended revisions to this local policy on board meetings simplify the language in order to accommodate variations from a board's normal meeting practices. Rather than listing the regular meeting location, the policy now indicates that each notice shall reflect the date, time, and location of the meeting, whether the meeting is a regular, special, or emergency meeting. Recommended revisions also clarify that when determined necessary and for the convenience of board members, the board president may change the date, time, or location of regular meetings with proper notice.

Another recommended revision provides additional flexibility regarding the deadline to submit agenda items.

**Superintendent
Severance**

BJCE(LEGAL), addressing suspension or termination of the superintendent, has been revised to incorporate amendments to the Administrative Code requiring a district that makes a severance payment to a superintendent to send copies of the superintendent's employment contract and the termination or severance agreement along with the Superintendent Payment Disclosure Form to the Texas Education Agency (TEA). The district must also provide any other information or documentation that the commissioner requests to determine if a payment is a severance payment.

**District
Operations**

Amended Administrative Code provisions also prompted changes regarding depositories at policy BDAE(LEGAL). The amended rules require a district's notice of request for proposals to include the Bid Form for Depository Services or the Proposal Form for Depository Services, as applicable, prescribed by SBOE rule. In addition, a district is required to use the depository contract form included in the Administrative Code and, if applicable, the surety bond form and is required to file the completed documents with TEA.

**Purchasing and
Acquisition**

CH(LOCAL) POLICY CONSIDERATIONS

Under Texas law, a board may accept bids or proposals submitted electronically, but only if the board adopts rules to ensure the identification, security, and confidentiality of the electronic bids or proposals and to ensure that the electronic bids or proposals remain effectively unopened until the proper time.

For districts that did not have text at CH(LOCAL) addressing electronic bids and proposals, we recommend new provisions allowing for this type of submission. These new provisions do not obligate a district to accept electronic submissions; however, bids or proposals that the district has chosen to accept electronically must be in accordance with board-adopted rules. For districts that already had text addressing electronic submission of bids and proposals, we recommend adding text to reference the board-adopted rules. Other recommended revisions throughout this policy are to more closely align with common district practice and to refer to administrative purchasing procedures.

**School
Nutrition
Standards**

New rules from the Texas Department of Agriculture (TDA), effective July 1 and September 1, 2014, repeal the former Texas Public School Nutrition Policy but continue prohibitions on the use of deep fat fryers and soft drinks. The new rules, reflected at CO(LEGAL), also place restrictions on the time and place of the sale and consumption of competitive foods. These restrictions reflect the previous standards from the repealed Texas Public School Nutrition Policy; however, the new TDA rules give local school boards the option to

revise their Wellness Policies to adopt alternative standards. Definitions of "school day," school campus," and "competitive foods" are also included. The sanctions involved if a district is found to be in violation of the TDA rules have been added as well.

Use of School Facilities

Provisions from Senate Bill 2 from the 83rd Texas Legislature, Regular Session, have been incorporated at GKD(LEGAL) addressing nonschool use of school facilities. The new text provides that a district may not require a campus or campus program charter created by converting an existing district campus to purchase or rent a district facility in order to use the facility. The provisions also prohibit a district from requiring a campus or campus program charter or an open enrollment charter school to pay an amount for contracted services that is higher than the actual cost to the district for providing the services.

School Calendar

EB(LOCAL) POLICY CONSIDERATIONS

This local policy addressing the school year is recommended for inclusion in the policy manual for districts without a local policy and for revision by districts with a local policy. The recommended text gives the superintendent the authority to approve variations from the board-adopted school calendar when necessary and to close schools for reasons of public health and safety. These provisions ensure that the superintendent has the authority to act when an immediate need arises.

Grievance Process

DGBA, FNG, AND GF(LOCAL) POLICY CONSIDERATIONS

A recent commissioner's decision held that under the district's grievance policy an employee's use of the informal grievance process extends the timeline for filing a formal grievance, which would not begin to run until after the employee received a final response regarding the informal process. Recommended revisions at DGBA(LOCAL), the policy on employee complaints, FNG(LOCAL), on student and parent complaints, and GF(LOCAL), on complaints by the public, address this decision and clarify that participation in the informal grievance process does not extend any deadlines in the policies, except by mutual written consent, and that an administrator with whom a complainant addresses concerns through the informal process must have the authority to address those concerns.

Other significant recommended changes throughout the complaint policies provide flexibility to districts during the formal grievance process, including:

- A new provision stating that, while a district will make reasonable attempts to schedule conferences at a mutually agreeable time, if the complainant fails to appear at a scheduled conference, the district can hold the conference without the complainant.
- Revised text requiring Level One and Level Two administrators to “schedule” rather than “hold” conferences within ten days of receiving a written complaint or appeal notice, providing some flexibility when it is not possible to hold the conference within the ten-day period; and
- An exception to the requirement that a Level One administrator provide a response within ten days of a conference when there are extenuating circumstances.

Employment Issues

Contract Employees

Several legally referenced policies regarding contract personnel—DCA(LEGAL) addressing probationary contracts, DCB(LEGAL) addressing term contracts, and DCC(LEGAL) addressing continuing contracts—have been reorganized to more closely track current statutory language, to remove redundant provisions already covered at other codes, and to add existing statutory information to help clarify when each type of contract is required. In addition, a cross-reference to a new DK(EXHIBIT), which outlines SBEC certification requirements for personnel assignments, has been added to these legally referenced policies.

Professional Standards

New commissioner rules on teacher and principal standards are referenced in notes at DNA(LEGAL) and at DNB(LEGAL), respectively.

Instruction

Secondary Curriculum Requirements

Revisions at EHAC(LEGAL) reflect amendments to the Administrative Code to align the secondary curriculum requirements with the courses that districts must offer under House Bill 5. New SBOE rules have also been incorporated requiring districts to provide CPR instruction at least once to all students who entered grade 7 in or after the 2010–11 school year. This requirement can be waived by the ARD or Section 504 committee for a student with a disability if the student is unable to complete the CPR instruction.

Adult Education

EHBI(LEGAL), addressing adult and community education, has been revised to reflect new rules enacted by the Texas Workforce Commission (TWC), which now has oversight of adult education and literacy programs.

Academic Achievement Records

As reflected in changes at EI(LEGAL), on academic achievement, and at FL(LEGAL), on student records, a new SBOE rule requires districts to use an academic achievement record form that includes student demographics, school data, student data, and the courses and credits the student earned.

Furthermore, as noted at EI(LEGAL), academic achievement records must indicate endorsements, performance acknowledgments, and the distinguished level of achievement, as appropriate.

Certificate of Coursework Completion

The same SBOE rule that prompted changes at EI(LEGAL) and FL(LEGAL) also resulted in new text at FMH(LEGAL) providing that a student who completes all graduation requirements except for required end-of-course assessments may be issued a certificate of coursework completion. A related provision from existing statute explains that a district may allow a student who receives a certificate of coursework completion to participate in graduation ceremonies. See EI(LOCAL) and FMH(LOCAL), not included in this update, for whether your district issues certificates of coursework completion and allows students with certificates to participate in commencement ceremonies.

Retention and Promotion

The legally referenced policy addressing retention and promotion, EIE(LEGAL), has been reorganized for clarity and revised to reflect amendments to the Administrative Code. The amended rules rename the Grade Placement Committee Manual to the Student Success Initiative (SSI) manual, as reflected throughout the policy. Provisions addressing accelerated instruction for unsatisfactory performance on assessment instruments have been deleted, as those provisions are not specific to promotion and retention.

English Language Learners

Amended commissioner rules addressing English language learners' participation in state assessments are reflected at EKBA(LEGAL). The amended rules address which English end-of-course assessment can be used to meet graduation requirements for an English language learner who meets certain criteria and is enrolled in English I or English for Speakers of Other Languages I.

Makeup Work

EIAB(LOCAL) POLICY CONSIDERATIONS

For those districts that have this local policy on makeup work, we recommend its deletion. Guidelines on makeup work are typically distributed to students and parents in administrative materials, such as the district's grading guidelines or the student handbook, which creates the potential for conflicts with board-adopted provisions in the policy manual. There is no requirement for such a policy to be included in the district's local board policy manual.

Student Issues

**Reporting
Child Abuse
and Neglect**

Revised commissioner rules on reporting child abuse and neglect incorporate new statutory requirements made by Senate Bill 939 from the 83rd Texas Legislature, Regular Session, and are reflected at FFG(LEGAL). The amended rules require districts to “adopt” rather than “establish” policies for reporting child abuse and neglect and to provide training to district employees to increase awareness of sexual abuse and other maltreatment of children. Districts must also display at each campus a poster that meets certain specifications and includes information on reporting child abuse and neglect.

FFG(LOCAL) POLICY CONSIDERATIONS

To satisfy the commissioner's new requirement that districts adopt policies for reporting child abuse and neglect, this new local policy is recommended for inclusion in the district's manual. The policy requires individuals who have cause to believe that a child has been or may be abused or neglected to make a report as required by law and requires reports to be made in accordance with FFG(EXHIBIT). A revised FFG(EXHIBIT) referencing the new local policy is included in this update to distribute to staff.

**Attendance for
Credit**

For clarification, an existing attorney general opinion has been added at FEC(LEGAL), addressing attendance for credit. In the opinion, the attorney general determined that, for purposes of receiving credit or a final grade, all absences are considered when calculating whether a student attended class for 90 percent of the days the class is offered.

**Student
Travel**

FMG(LOCAL) POLICY CONSIDERATIONS

For those districts that have this local policy on student travel, recommended revisions are to simplify the policy and reflect common district practice. The policy also addresses common practices regarding authority to approve overnight and out-of-state trips.

**More
Information**

For further information on these and other policy changes, refer to the policy-by-policy Explanatory Notes—customized for each district's policies—and the policies themselves, found in your district's localized update packet.

Introduction and Demographics

The mission of the Celina Independent School District as the primary educational entity is to provide a safe, caring, structured learning environment where teachers educate and motivate students to become productive citizens of their community.

Dear Celina ISD Staff Member:

Celina ISD is proud to solicit your responses to this **2012 School Climate Survey**. Your candid responses will help the district and its schools to recognize strengths and opportunities, make corrections where needed, and build a better environment for the education of our students. Please take the survey as directed and know that your input is valuable, essential and **anonymous**. All responses are sent to and compiled by Region 10 ESC. **Questions on this page require an answer to proceed.**

Donny O'Dell
Celina ISD Superintendent

***1. My campus assignment is:**

(Choose one)

- Celina High School.
- Celina Middle School.
- Celina Intermediate School.
- Celina Elementary School.
- District Administrative Offices or Multi-Campus.

***2. My main job assignment is as a(n):**

(Choose one)

- teacher.
- administrator.
- instructional aide.
- support staff member (librarian, counselor, diagnostician, etc.).
- other job role.

***3. I have worked for Celina ISD for:**

- 5 years or less.
- 6-10 years
- 11-20 years.
- More than 20 years.

Climate Issues for Teachers and Instructional Aides ONLY

The following items are for teachers and instructional aides **ONLY**. Select **ONE ANSWER** in the row for each STEM ITEM.

1. I know that:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...the required student outcomes for my classes are very clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the required student outcomes for my classes are clear to my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the teachers in my school communicate with each other to make student learning consistent across grades and subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...teaching and learning is fun in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I love to teach and see students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. My campus has:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...good communications among the employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an office staff that willingly supports students, teachers and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clean and well-maintained buildings and grounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a positive learning atmosphere for faculty and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...pride in personal and team performance and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...practices to keep employees up-to-date on changes in procedures or policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an atmosphere of trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a principal who is visible, accessible and available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. My principal:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is an effective instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...facilitates communication effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supports me in my work with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supports shared decision making with the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is effective in helping to reach our school vision and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...treats everyone fairly and equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...equally and adequately enforces the adopted student dress code.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...fairly and equitably administers the discipline policies and procedures of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...and assistant principal are consistent when disciplining a student and assigning consequences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...deals firmly and fairly with student and staff problems as they arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Name or describe any activity or program occurring at your school this year for which you are exceptionally proud.

5. Name and describe any issue or special concern on your campus that you feel needs to addressed to make the school environment more conducive to learning.

School Climate and Instructional Interaction for Teachers and Instructional...

These stems begin a primary focus on school climate as its relates to students and student achievement, the classroom setting, and the learning environment. **They are to be completed by teachers and instructional aides only.** Select ONE ANSWER in the row for each STEM ITEM in Sections 1 and 2.

1. I enjoy:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...coming to work at my school each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...seeing the results of my work with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...working in an educational setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I work very effectively with:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...special education students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...limited English-speaking students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an ethnically or socially diverse population of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...heterogeneously grouped classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...low-achieving students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gifted/talented students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I believe student achievement can increase through: (Choose as many as you wish)

- ...hands-on learning.
- ...effective professional development related to our vision.
- ...integrating instruction across our curriculum.
- ...thematic instruction.
- ...cooperative learning.
- ...multi-aged classrooms.
- ...student self-assessment.
- ...authentic assessment of student learning.
- ...the use of varied integrated technologies.
- ...providing a threat, harassment and bully-free environment.
- ...professional relationships between students and teachers.
- ...addressing varied student learning styles.
- ...effective parent involvement.
- ...partnerships with businesses.
- ...teacher use of student achievement data.
- ...project-based learning.
- ...'flipped' classrooms.
- ...other (please specify)

4. Describe the most interesting or intriguing aspect about working with your students!

Overall Climate and Working Conditions FOR ALL STAFF

These stems measure the inclusive work and learning climate for all staff members. **ALL STAFF** includes teachers, aides, nurses, counselors, librarians, assistant principals, principals, and district administrators. The stems focus on staff member to staff member and staff member to principal/supervisor relationships. Select **ONE ANSWER** in the row for each STEM ITEM.

1. I feel:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...that the other staff members care about and encourage me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...that learning can be engaging and enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...recognized for the good work that I do supporting education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...that compensation is fair and competitive compared with other districts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...that I am treated with respect by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...that I am listened to when I have ideas for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the curriculum for the district gives adequate guidance for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...there is adequate training provided for curriculum implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I have the opportunity to:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...develop my professional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...think for myself and not simply carry out instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...get help with problems or questions about the compensation and/or benefits program of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...get assistance in understanding policies and procedures used to manage the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I am satisfied with:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...district compensation, benefits and leave time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...district-wide communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...safety in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...my job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the meaningfulness of my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...support from my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the level of professional learning and training received to do the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...working conditions in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please name a benefit that might be added to the overall benefits package of the district?

Morale and Vision in a Quality Learning Environment for ALL STAFF

These stems items allow you to comment on the **morale and vision** at your campus in both general and specific terms. You are asked to consider quality, planning, the general learning atmosphere, and other factors. Select **ONE ANSWER** in the row for each STEM ITEM.

1. Morale is high on the part of:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...support staff (librarians, counselors, diagnosticians, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...auxiliary staff (maintenance, transportation, grounds, cafeteria, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

2. I believe that:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
...every student can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the instructional program of the district is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the district and schools provide an atmosphere where every student can succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...quality work is expected of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...quality work is expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...quality work is expected of all the adults in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the vision for the district and my school is shared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...we have an action plan/campus improvement plan in place which will get us to our vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...this district and its schools have an excellent public image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...it is important to communicate often with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...district and campus staff communicate often with parents about their child's progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I am clear about what my job is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...others are clear about what my job is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What is something about working in the Celina ISD that is exceptionally good or positive?

4. What is the most pressing issue or concern that you believe Celina ISD must deal with in the near future?

General Comments

Please use the included box to add any additional comments that you would like to make regarding **items on this survey** or about **School Climate** on your campus.

Thank you for your time and thought in completing this survey on behalf of the students of Celina ISD.

Once you have finished, click on the **DONE** button and your survey will be sent to be compiled at Region 10 Education Service Center.

1. Comments/Questions/Issues:





Via Certified Mail

12/12/14

CELINA ISD
205 S COLORADO
CELINA, TX 75009-0188

This is to inform you that the following charter school intends to submit amendment requests to the Commissioner of Education:

Uplift Education-North Hills Preparatory
District # 057803
1825 Market Center Blvd, Suite 500
Dallas, TX 75207

As part of the amendment process, charter schools are required to notify any districts that are likely to be affected by the change. The enclosed Statement of Impact form indicates the type of amendment request being made.

Specifically, Texas Education Agency guidelines require that the Statement of Impact form be sent to each district that maybe affected. Information is requested if the proposed change may adversely impact a district financially or if the proposed change may impact the student enrollment of a district in a manner that impairs the district's ability to comply with a court order. **The enclosed form may be completed by any district that may be affected, signed by the district's board president and superintendent, and returned to the Texas Education Agency, Charter Schools Division, 1701 North Congress Avenue, Austin, Texas 78701-1494.**

Please review the enclosed form and notify the Texas Education Agency if your district will be impacted by the request.

Sincerely,

Tony Dona

Tony Dona
Chair, Board of Directors
Uplift Education

**Statement of Impact
AMENDMENT**

Uplift Education - North Hills Preparatory
Charter School

057803
County-District #

The charter school above plans to submit the following amendment or amendments to its open-enrollment charter for consideration by the commissioner of education:

1. Expand grade levels served

Currently approved grade levels: _____ Requested change: _____

2. Increase maximum enrollment

Currently approved maximum enrollment: _____ Requested change: _____

3. Add a campus

Proposed new address, if available: East Dallas - to add pre-K site

If the campus address has not yet been secured, the school districts within the currently approved geographic boundary are listed here:

See attached list

4. Expand geographic boundary

The proposed new school districts/area to include are listed here:

District Staff: Check the appropriate response below:

- The proposed change for the open-enrollment charter school **is not** expected to impact the school district to a significant degree.

- The proposed change for the open-enrollment charter school **is** expected to have a major impact on the school district in the following manner:

District Name

County-District #

District Address

Phone Number

Signature of Board President

Signature of Superintendent

Print Board President's Name

Print Superintendent's Name

Date Received by District

**Statement of Impact
AMENDMENT**

Uplift Education - North Hills Preparatory
Charter School

057803
County-District #

The charter school above plans to submit the following amendment or amendments to its open-enrollment charter for consideration by the commissioner of education:

1. Expand grade levels served

Currently approved grade levels: K-12

Requested change: Add Pre-K

2. Increase maximum enrollment

Currently approved maximum enrollment: _____

Requested change: _____

3. Add a campus

Proposed new address, if available: Seahawk Drive and S. Hampton Rd, Desoto, TX

If the campus address has not yet been secured, the school districts within the currently approved geographic boundary are listed here:

See attached list

4. Expand geographic boundary

The proposed new school districts/area to include are listed here:

District Staff: Check the appropriate response below:

The proposed change for the open-enrollment charter school **is not** expected to impact the school district to a significant degree.

The proposed change for the open-enrollment charter school **is** expected to have a major impact on the school district in the following manner:

District Name

County-District #

District Address

Phone Number

Signature of Board President

Signature of Superintendent

Print Board President's Name

Print Superintendent's Name

Date Received by District

A W BROWN-FELLOWSHIP LEADERSHIP ACADEMY EARLY CHILDHOOD

A W BROWN-FELLOWSHIP LEADERSHIP ACADEMY INT CAMPUS

A+ ACADEMY

ACADEMY FOR ACADEMIC EXCELLENCE-DRC CAMPUS

ACADEMY FOR ACADEMIC EXCELLENCE-SAU CAMPUS

ACADEMY OF DALLAS

ADVANTAGE ACADEMY

ALLEN ISD

ALPHA CHARTER SCHOOL

ALVORD ISD

ANNA ISD

ARGYLE ISD

ARLINGTON CLASSICS ACADEMY

ARLINGTON ISD

AUBREY ISD

AZLE ISD

BIRDVILLE ISD

BLUE RIDGE ISD

BOYD ISD

BRANCH PARK ACADEMY

BRIDGEPORT ISD

CARROLL ISD

CARROLLTON-FARMERS BRANCH ISD

CASTLEBERRY ISD

CEDAR HILL ISD

CELINA ISD

CHAPEL HILL ACADEMY

CHICO ISD

CHILDREN FIRST ACADEMY OF DALLAS

CLAY ACADEMY

COPPELL ISD

CROWLEY ISD

DALLAS CAN ACADEMY CHARTER CARROLLTON-FARMERS BRANCH

DALLAS CAN ACADEMY CHARTER-DALLAS

DALLAS CAN ACADEMY CHARTER-OAK CLIFF

DALLAS CAN ACADEMY-GRANT EAST

DALLAS ISD

DECATUR ISD

DENTON ISD

DESOTO ISD

DUNCANVILLE ISD

EAGLE MT-SAGINAW ISD

EAST FORT WORTH MONTESSORI ACADEMY

EAST GRAND PREPARATORY ACADEMY

EDUCATION CENTER AT AUBREY

EDUCATION CENTER AT DENTON

EDUCATION CENTER AT LEWISVILLE

EDUCATION CENTER AT LITTLE ELM

EDUCATION CENTER INTERNATIONAL ACADEMY 1

EDUCATION CENTER INTERNATIONAL ACADEMY 2

EVERMAN ISD

EVOLUTION ACADEMY CHARTER SCHOOL

FAITH FAMILY ACADEMY OF OAK CLIFF

FOCUS LEARNING ACADEMY

FORT WORTH ACADEMY OF FINE ARTS

FORT WORTH CAN ACADEMY-CAMPUS DRIVE

FORT WORTH CAN ACADEMY-LANCASTER (SOUTH)

FORT WORTH ISD

FOUNDERS CLASSICAL ACADEMY

FRISCO ISD

GARLAND ISD

GATEWAY CHARTER ACADEMY

GOLDEN RULE CHARTER SCHOOL

GOLDEN RULE CHARTER SCHOOL-DESOTO

GOLDEN RULE CHARTER SCHOOL-GRAND PRAIRIE

GOLDEN RULE CHARTER SCHOOL-SOUTHWEST

GRAND PRAIRIE ISD

GRAPEVINE-COLLEYVILLE ISD

HARMONY SCHOOL OF BUSINESS-DALLAS

HARMONY SCHOOL OF INNOVATION-DALLAS

HARMONY SCHOOL OF INNOVATION-EULESS

HARMONY SCHOOL OF INNOVATION-FT. WORTH

HARMONY SCHOOL OF INNOVATION-GARLAND

HARMONY SCHOOL OF NATURE AND ATHLETICS

HARMONY SCIENCE ACADEMY -EULESS

HARMONY SCIENCE ACADEMY-DALLAS

HARMONY SCIENCE ACADEMY-FT. WORTH

HARMONY SCIENCE ACADEMY-GARLAND

HARMONY SCIENCE ACADEMY-GRAND PRAIRIE

HIGH POINT ACADEMY

HIGHLAND PARK ISD

HURST-EULESS-BEDFORD ISD

IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS

INSPIRED VISION ACADEMY

INTERNATIONAL LEADERSHIP OF TEXAS-ARLINGTON

INTERNATIONAL LEADERSHIP OF TEXAS-GARLAND

INTERNATIONAL LEADERSHIP OF TEXAS-KELLER

IRVING ISD

ISCHOOL HS

ISCHOOL OF FLOWER MOUND

JEAN MASSIEU ACADEMY

KELLER ISD

KENNEDALE ISD

KIPP DESTINY

KIPP TRUTH ACADEMY

KRUM ISD

LA ACADEMIA DE ESTRELLAS

LAKE DALLAS ISD

LAKE WORTH ISD

LANCASTER ISD

LEADERSHIP PREP SCHOOL

LEGACY PREPARATORY CHARTER ACADEMY-DALLAS

LEGACY PREPARATORY CHARTER ACADEMY-MESQUITE

LEGACY PREPARATORY CHARTER ACADEMY-PLANO

LEWISVILLE ISD

LIFE SCHOOL CEDAR HILL

LIFE SCHOOL LANCASTER

LIFE SCHOOL MOUNTAIN CREEK

LIFE SCHOOL OAK CLIFF

LITTLE ELM ISD

LOVEJOY ISD

LUMIN LINDSLEY PARK COMMUNICTY SCHOOL

MANARA ACADEMY

MANARA STEM ACADEMY-ARLINGTON

MANSFIELD ISD

MCKINNEY ISD

MELISSA ISD

MESQUITE ISD

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

NORTHWEST ISD

NOVA ACADEMY

NOVA ACADEMY (PRICHARD)

NOVA ACADEMY (SOUTHEAST)

PARADISE ISD

PEGASUS SCHOOL OF LIBERAL ARTS AND SCIENCES

PILOT POINT ISD

PINNACLE ACADEMY

PLANO ISD

PONDER ISD

PREMIR H S OF FORT WORTH

PREMIR H S OF LEWISVILLE

PREMIR H S OF RICHARDSON

PREMIR H S OF SOUTH IRVING

PREMIR H S OF WEST IRVING

PRIME PREP ACADEMY-DALLAS

PRIME PREP ACADEMY-FT. WORTH

PRINCETON ISD

PROSPER ISD

QUEST ACADEMY

QUEST MIDDLE OF COPPELL

QUEST MIDDLE OF LEWISVILLE

RECONCILIATION ACADEMY

RICHARD MILBURN ACADEMY

RICHARDSON ISD

RICHLAND COLLEGIATE HIGH SCHOOL
ROCKWALL ISD
ROYSE CITY ISD
SANGER ISD
SHEKINAH RADIANCE ACADEMY-DALLAS CENTER
SHEKINAH RADIANCE ACADEMY-GARLAND
SHERMAN ISD
SLIDELL ISD
ST ANTHONY SCHOOL
SUNNYVALE ISD
TEXAS SCHOOL OF THE ARTS
TEXAS VIRTUAL ACADEMY
THE OLIVE TREE MONTESSORI ACADEMY
TREETOPS SCHOOL INTERNATIONAL
TRINITY BASIN PREPARATORY
TRINITY ENVIRONMENTAL ACADEMY
UME PREPARATORY ACADEMY
UNIVERSAL ACADEMY-DALLAS
UNIVERSAL ACADEMY-FLOWER MOUND
UNIVERSAL ACADEMY-IRVING
VILLAGE TECH SCHOOLS
VISTA ACADEMY OF CARROLLTON
VISTA ACADEMY OF COPELL
VISTA ACADEMY OF DALLAS

VISTA ACADEMY OF DENTON
VISTA ACADEMY OF DESOTO
VISTA ACADEMY OF GARLAND
VISTA ACADEMY OF NORTH GARLAND
VISTA ACADEMY OF RICHARDSON

WESTLAKE ACADEMY CHARTER SCHOOL

WHITE SETTLEMENT ISD

WINFREE ACADEMY CHARTER SCHOOLS-DENTON

WINFREE ACADEMY CHARTER SCHOOLS-GRAND PRAIRE

WINFREE ACADEMY CHARTER SCHOOLS-IRVING

WINFREE ACADEMY CHARTER SCHOOLS-LEWISVILLE

WINFREE ACADEMY CHARTER SCHOOLS-RICHARDSON

12/16/2014

Meadow Oaks Education Foundation
1412 S Belt Line Rd
Mesquite TX 75149

Dear Sir:

This letter is to inform you that **Meadow Oaks Education Foundation** intends to submit an application to the Texas Education Agency in response to the Generation Twenty Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed *Statement of Impact* form and a copy of the completed *Application Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts: Please see Attachment A.

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

Texas Education Agency
Attention: Rick Salvo
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received no later than **Friday, April 10, 2015**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit <http://www.tea.state.tx.us/index2.aspx?id=25769814742>. If you would like a complete application for the open-enrollment charter school, please contact **Meadow Oaks Education Foundation** at 9722856895 X222.

Sincerely,



Shubham Pandey

Enclosures: Statement of Impact form
Application Coversheet
cc: Legislative Representative(s)
State Board of Education member

Attachment A

ALBA-GOLDEN ISD	COMMUNITY ISD	FRUITVALE ISD	LONE OAK ISD	ROCKWALL ISD
ALLEN ISD	COMO-PICKTON CISD	GARLAND ISD	LOVEJOY ISD	ROYSE CITY ISD
ALVARADO ISD	COOPER ISD	GODLEY ISD	MABANK ISD	SANGER ISD
ANNA ISD	COPPELL ISD	GRAND PRAIRIE ISD	MALAKOFF ISD	SAVOY ISD
ARGYLE ISD	CORSICANA ISD	GRAND SALINE ISD	MANSFIELD ISD	SCURRY-ROSSER ISD
ARLINGTON ISD	CRANDALL ISD	GRANDVIEW ISD	MARTINS MILL ISD	SHERMAN ISD
AUBREY ISD	CROWLEY ISD	GRAPEVINE-COLLEYVILLE ISD	MAYPEARL ISD	SULPHUR SPRINGS ISD
AVALON ISD	CUMBY ISD	GREENVILLE ISD	MCKINNEY ISD	SUNNYVALE ISD
AZLE ISD	DALLAS ISD	GUNTER ISD	MELISSA ISD	TERRELL ISD
BELLS ISD	DAWSON ISD	HIGHLAND PARK ISD	MESQUITE ISD	TOM BEAN ISD
BIRDVILLE ISD	DENTON ISD	HOWE ISD	MIDLOTHIAN ISD	TRENTON ISD
BLAND ISD	DESOTO ISD	HURST-EULESS-BEDFORD ISD	MILFORD ISD	UNIVERSITY OF NORTH TEXAS
BLOOMING GROVE ISD	DODD CITY ISD	IRVING ISD	MILLER GROVE ISD	VALLEY VIEW ISD
BLUE RIDGE ISD	DUNCANVILLE ISD	ITALY ISD	MULLIN ISD	VAN ALSTYNE ISD
BOLES ISD	EAGLE MT-SAGINAW ISD	JOSHUA ISD	NORTH HOPKINS ISD	VAN ISD
BONHAM ISD	ECTOR ISD	KAUFMAN ISD	NORTHWEST ISD	VENUS ISD
BURLESON ISD	EDGEWOOD ISD	KEENE ISD	PALMER ISD	WAXAHACHIE ISD
CADDO MILLS ISD	ENNIS ISD	KELLER ISD	PILOT POINT ISD	WHITEWRIGHT ISD
CAMPBELL ISD	EUSTACE ISD	KEMP ISD	PLANO ISD	WILLS POINT ISD
CANTON ISD	EVERMAN ISD	KENNEDALE ISD	PONDER ISD	WINDHAM SCHOOL DISTRICT
CARROLL ISD	FANNINDEL ISD	KRUM ISD	PRINCETON ISD	WOLFE CITY ISD
CARROLLTON-FARMERS BRANCH ISD	FARMERSVILLE ISD	LAKE DALLAS ISD	PROSPER ISD	WYLIE ISD
CASTLEBERRY ISD	FERRIS ISD	LAKE WORTH ISD	QUINLAN ISD	YANTIS ISD
CEDAR HILL ISD	FORNEY ISD	LANCASTER ISD	RAINS ISD	
CELESTE ISD	FORT WORTH ISD	LEONARD ISD	RED OAK ISD	
CELINA ISD	FRISCO ISD	LEWISVILLE ISD	RICE ISD	
COMMERCE ISD	FROST ISD	LITTLE ELM ISD	RICHARDSON ISD	

Application Coversheet

Pioneer Technology & Arts Academy Meadow Oaks Education Foundation
Proposed Generation Twenty Charter Name **Name of Sponsoring Entity**

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

The sponsoring entity is a (Check only one.):

501(c)(3) nonprofit organization
 Governmental Entity
 College or University

Chairperson of Governing Body of Sponsoring Entity: Betty Hastings

CEO of Sponsoring Entity: Shubham Pandey

CEO/Superintendent of Proposed Charter School: TBD

Contact Name: Shubham Pandey Contact E-mail Address: shubham@ptaaschoo.org

Contact Phone #: 9722856895 X 222 Contact Fax #: 9722943291

Board Member Who Attended an Applicant Conference: Betty Hastings Date of Conference: 12/4/2014

Applicant Mailing Address (This address will be used for contact regarding this application.): 1412 S Belt Line Rd, Mesquite TX 75149

Physical Address of Proposed Administrative Offices (if different from above): Same

Number of Campuses Being Requested: 5

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Dallas County Mesquite Area, Collin County Royse City Area, Kaufman County, North Collin County, North Fort Worth County

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

Year 1:	Estimated Enrollment: <u>240</u>	<input type="checkbox"/> Pre-K3	<input type="checkbox"/> Pre-K4	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
Year 2:	Estimated Enrollment: <u>560</u>	<input type="checkbox"/> Pre-K3	<input type="checkbox"/> Pre-K4	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
Year 3:	Estimated Enrollment: <u>1060</u>	<input type="checkbox"/> Pre-K3	<input type="checkbox"/> Pre-K4	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
Year 4:	Estimated Enrollment: <u>1860</u>	<input type="checkbox"/> Pre-K3	<input type="checkbox"/> Pre-K4	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12
Year 5:	Estimated Enrollment: <u>2700</u>	<input type="checkbox"/> Pre-K3	<input type="checkbox"/> Pre-K4	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12
At Capacity:	Maximum Enrollment: <u>2700</u>	<input type="checkbox"/> Pre-K3	<input type="checkbox"/> Pre-K4	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty Open-Enrollment Charter Application Instructions and Guidelines document.

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity [Signature] 12/16/2014 Shubham Pandey
Date Printed Name

(BLUE INK) Signature of Application Preparer [Signature] Dec 16, 2014 Shubham Pandey
Date Printed Name

With what company is the application preparer associated? Pioneer Technology & Arts Ac Was preparer paid? Yes No

**Generation Twenty Charter Application
Statement of Impact**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Education Code §12.1101, this form must be sent to the President of the Board of Trustees of each traditional district and charter from which the proposed school intends to draw students, to each member of the legislature, and the State Board of Education member that represents the geographic area to be served by the proposed school. A district or open-enrollment charter school may submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, and any other information that a district or open-enrollment charter school wishes to share with the commissioner. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Should you choose, to respond, return the completed form no later than Friday, April 10, 2015 to:

Texas Education Agency
Attention: Rick Salvo
1701 North Congress Avenue
Austin, Texas 78701

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

Name of Proposed Charter School: Pioneer Technology & Arts Academy

Physical Address or General Location of Proposed Charter School: Dallas County, Mesquite Area, Collin County
Royse City Area, Kaufman County, North Collin County, Dallas county

Check the appropriate response below:

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

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

District/Charter School Name

County-District Identification Number

District/Charter School Address

Signature of Superintendent

Signature of Board President

Print Superintendent's Name

Print Board President's Name

Date

Phone Number

1/12/15

CELINA ISD
205 S COLORADO
CELINA, TX, 75009-0188

Dear Superintendent and President of the Board of Trustees:

This is to inform you that the following charter school intends to submit an amendment request to the commissioner of education:

HARMONY SCIENCE ACAD (WACO)
County-District #: 161-807
1900 N. Valley Mills Dr. Waco, TX 76710

As part of the amendment process, charter schools are required to notify any districts that are likely to be affected by the change. The enclosed Statement of Impact form indicates the type of amendment request being made.

Specifically, Texas Education Agency guidelines require that the Statement of Impact form be sent to each district that may be affected. Information is requested if the proposed change may adversely impact a district financially or if the proposed change may impact the student enrollment of a district in a manner that impairs the district's ability to comply with a court order. The enclosed form may be completed by any district that may be affected, signed by the district's board president and superintendent, and returned to the Texas Education Agency, Charter Schools Division, 1701 North Congress Avenue, Austin, Texas 78701-1494.

Please review the enclosed form and notify the Texas Education Agency if your district will be impacted by the request.

Sincerely,



Oner U. Celepcikay, Ph.D.

Chair of the Charter Holder Governing Body

**Statement of Impact
AMENDMENT**

HARMONY SCIENCE ACAD (WACO)
Charter School

161-807
County-District #

The charter school above plans to submit the following amendment or amendments to its open-enrollment charter for consideration by the commissioner of education:

1. Expand grade levels served
Currently approved grade levels: _____ Requested change: _____

2. Increase maximum enrollment
Currently approved maximum enrollment: _____ Requested change: _____

3. Add a campus
Proposed new address, if available: TO BE DETERMINED LATER
If the campus address has not yet been secured, the school districts within the currently approved geographic boundary are listed here:
Please see attachment

4. Expand geographic boundary
The proposed new school districts/area to include are listed here:

District Staff: Check the appropriate response below:

The proposed change for the open-enrollment charter school **is not** expected to impact the school district to a significant degree.

The proposed change for the open-enrollment charter school **is** expected to have a major impact on the school district in the following manner:

District Name

County-District #

District Address

Phone Number

Signature of Board President

Signature of Superintendent

Print Board President's Name

Print Superintendent's Name

Date Received by District

School Districts within the currently approved geograpic boundary

ALLEN ISD
ANNA ISD
ARGYLE ISD
ARLINGTON ISD
AUBREY ISD
AXTELL ISD
AZLE ISD
BIRDVILLE ISD
BLUE RIDGE ISD
BRUCEVILLE-EDDY ISD
BURLESON ISD
CARROLL ISD
CARROLLTON-FARMERS BRANCH ISD
CASTLEBERRY ISD
CEDAR HILL ISD
CELINA ISD
CHINA SPRING ISD
COMMUNITY ISD
CONNALLY ISD
COPPELL ISD
CRAWFORD ISD
CROWLEY ISD
DALLAS ISD
DENTON ISD
DESOTO ISD
DUNCANVILLE ISD
EAGLE MT-SAGINAW ISD
EVERMAN ISD
FARMERSVILLE ISD
FORT WORTH ISD
FRISCO ISD
GARLAND ISD
GRAND PRAIRIE ISD
GRAPEVINE-COLLEYVILLE ISD
HALLSBURG ISD
HIGHLAND PARK ISD
HURST-EULESS-BEDFORD ISD
IRVING ISD
JOSHUA ISD
KELLER ISD
KENNEDEALE ISD
KRUM ISD
LA VEGA ISD
LAKE DALLAS ISD
LAKE WORTH ISD
LANCASTER ISD
LEWISVILLE ISD
LITTLE ELM ISD
LORENA ISD
LOVEJOY ISD
MANSFIELD ISD
MART ISD
MCGREGOR ISD
MCKINNEY ISD
MELISSA ISD
MESQUITE ISD
MIDLOTHIAN ISD
MIDWAY ISD
MOODY ISD
NORTHWEST ISD
PALMER ISD
PILOT POINT ISD
PLANO ISD
PONDER ISD
PRINCETON ISD
PROSPER ISD
RED OAK ISD
RICHARDSON ISD
RIESEL ISD
ROBINSON ISD
SANGER ISD
SUNNYVALE ISD
WACO ISD
WAXAHACHIE ISD
WEST ISD
WHITE SETTLEMENT ISD
WYLIE ISD

HURST-EULESS-BEDFORD ISD
IRVING ISD
JOSHUA ISD
KELLER ISD
KENNEDEALE ISD
KRUM ISD
LA VEGA ISD
LAKE DALLAS ISD
LAKE WORTH ISD