

Excel Charter High School

Proposed Generation Twenty-One Charter Name
Progressive Education Project

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 therein.

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: Yolanda Kirby-Gill

CEO of Sponsoring Entity: Juanita Matthews

CEO/Superintendent of Proposed Charter School: Brandi Adams Peterson, M.S.Ed.

Contact Name: Yolanda Kirby-Gill Contact E-mail Address: exemplaryeducation@hotmail.com

Contact Phone #: 832-859-6004

Contact Fax #:

Board Member Who Attended an Applicant Conference: Michael Martin

Date of Conference: 9/22/2015

Applicant Mailing Address (This address will be used for contact regarding this application.):

2925 Gulf Freeway South, Suite B-331, League City, Texas 77573

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

2126 Cedar Drive, La Marque, Texas 77568

Number of Campuses Being Requested: 1

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:

Galveston County, within the La Marque/Texas City geographical area

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: 150

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 2: Estimated Enrollment: 300

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 3: Estimated Enrollment: 450

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 4: Estimated Enrollment: 600

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 5: Estimated Enrollment: 600

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

At Capacity: Maximum Enrollment: 600

- Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 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-One Open-Enrollment Charter Application Instructions and Guidelines document.

Signature of Chief Executive Officer of Sponsoring Entity

Date: Oct 26, 2015

Printed Name: Yolanda Kirby-Gill

(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated?

Was preparer paid? Yes No

Excel Charter High School

Proposed Generation Twenty-One Charter Name

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CEO/Superintendent of Proposed Charter School: Brandi Adams Peterson, M.S.Ed.

Contact Name: Brandi Adams Peterson, M.S.Ed.

Contact E-mail Address: exemplaryeducation@hotmail.com

Contact Phone #: 678-592-2222

Contact Fax #:

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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: 150

Pre-K3  Pre-K4  K  1  2  3  4  5  6  7  8  9  10  11  12

Year 2: Estimated Enrollment: 300

Pre-K3  Pre-K4  K  1  2  3  4  5  6  7  8  9  10  11  12

Year 3: Estimated Enrollment: 450

Pre-K3  Pre-K4  K  1  2  3  4  5  6  7  8  9  10  11  12

Year 4: Estimated Enrollment: 600

Pre-K3  Pre-K4  K  1  2  3  4  5  6  7  8  9  10  11  12

Year 5: Estimated Enrollment: 600

Pre-K3  Pre-K4  K  1  2  3  4  5  6  7  8  9  10  11  12

At Capacity: Maximum Enrollment: 600

Pre-K3  Pre-K4  K  1  2  3  4  5  6  7  8  9  10  11  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-One Open-Enrollment Charter Application Instructions and Guidelines document.

*Yolanda Kirby-Gill*

Nov 25, 2015

Yolanda Kirby-Gill

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

Date

Printed Name

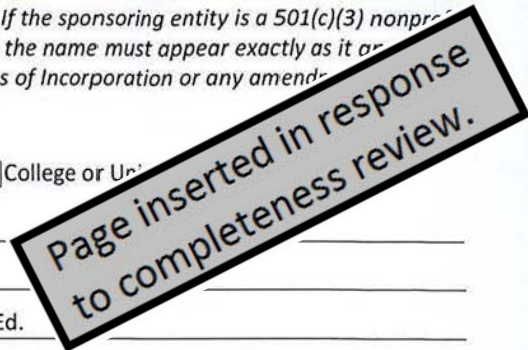
(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated?

Was preparer paid?  Yes  No



# APPLICATION TEAM PROFILE

Names, roles, and current employment of all persons on applicant team:

Full Name	Current Job Title and Employer	Position with Proposed School
Brandi Adams Peterson, M.S.Ed.	Instructional Coach, Dickinson ISD	Superintendent
Brandi Janell Peterson, M.S.Ed.	Instructional Specialist, Dickinson ISD	Dean of Instruction
Juanita Matthews	Math Instructor, Spring ISD	CTE Coordinator/Collegiate Liaison
Melanie Burnett, M.S.Ed.	Science Instructor, Dickinson ISD	Volunteer
Yolanda Kirby-Gill	Nurse, Kelsey Seybold	Board Member
Delece Jones	Self-Employed	Community Outreach Volunteer
Terrance Lawrence, MBA candidate	Technology Apps Instructor, Pearland ISD	Board Member and Volunteer

Does this applicant team have charter school applications under consideration by any other authorizer(s)?

Yes  No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the 2015-16 or 2016-17 school years?

Yes  No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2016-17?

Yes  No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

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

- Seeks approval for multiple campuses under a single charter.
- Currently operates a school or schools in Texas or another state.
- Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*

If contracting with a CMO, identify the provider:

- This provider currently manages schools in Texas or elsewhere in the US.

If currently managing, please state where:

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Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

# APPLICANTS:

Evaluation criteria has been provided for each subject area to assist applicants in crafting an application that meets Agency standard. Applicants should be advised that a response is not limited to the narrative sections of this application. Scoring will also be derived from all other information that is requested on each subject area page. Applicants should also be advised that a response that meets standard will not automatically earn the highest possible point value. Many questions may be awarded additional point values for providing an exceptional response.

**DIRECTIONS:** ALL applicants must provide information below about the proposed school's organization's mission and vision statements.

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

**NARRATIVE (2)** - Provide a succinct overview of how the school's mission will be aligned with program instruction. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

**EVALUATION CRITERIA**  
**A response that meets the standard will:**

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Excel Charter High School envisions an academic environment where students are trained to become successful, productive, and contributing citizens of the community. Excel values building each student's character and intellect by providing an tailored academic and social foundation that encourages students to be responsible and successful beyond graduation.

The mission of Excel Charter High School is to foster a learning community conducive to preparing every student for success in college and career. We will develop support systems that monitor the growth and success of each of our students holistically by forming partnerships with families, community businesses and colleges and universities. It doesn't matter what a student's background is, each of our student's personal education plan will be designed to end will be success.

**NARRATIVE (2)** - Provide a succinct overview of how the school's mission will be aligned with program instruction. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Innovation at Excel Charter High School looks like teachers being open to try new approaches to ensure our students' success and the administrators providing the support, opportunities and resources for the teachers to be successful in implementing new approaches based on research. All instructional decisions will be made that support our mission of preparing each student for success. These decisions will be based on data from every aspect of our educational environment. We will provide differentiated instruction by paying attention to the needs, interests, and learning styles of each student and providing staff with targeted trainings related to differentiating instruction effectively. In order to personalize education, each student will develop a personal education plan before they begin the first day of classes that will guide the student in exploring their interests and strengths, set goals, and determine their post high school plans. Each grading period the student will be responsible for addressing the effectiveness of the education plan and making adjustments to ensure their desired outcomes. Additionally, each term, the student, academic advisor, and family member will reflect on the action steps the student has completed to evaluate if the student's progress has been successful in reaching their goals. At that time, we will also determine if the plan needs to be modified to ensure the success of the the student. Our collective experiences working with students in the Galveston county area and other similar communities has proven that close monitoring of students throughout their education has supported and motivated students to be successful. Excel will implement a school culture that cultivates accountability for students and staff by setting clear and realistic expectations that will be monitored continuously. We will use data from formative assessments to guide our instructional decisions that meet the diverse needs of our students and we will support the growth of our staff by developing a professional development program that offers specific and meaningful trainings that will allow our instructors to improve the instructional process, as well as build positive relationships with our student population. Every student will be trained to think critically, learn independently and communicate effectively so that they will be fully capable to succeed in career of post secondary studies upon high school graduation. Additionally, units civic responsibility will embedded into the curriculum to give students a sense of commitment and service to their community. Excel will cultivate these skills by instilling a philosophy of self-accountability and having high academic and behavioral expectations. Excel will commit to continuous, data-driven instruction and decision making. All teachers will be provided a daily planning period for data review and instructional planning in order to improve instruction. We believe our educational program will be successful because we have researched other successful charter school models that use our proposed strategies for success. We also believe our program will be successful and benefit the targeted community because our students need additional support as they navigate decisions that will affect their futures as adults which traditional school districts do not offer. We will measure if our program is successful by analyzing data from student assessment, financial data, attendance data, teacher evaluations and surveys from students, parent, and community members and partners.

DIRECTIONS: ALL applicants who propose to open more-than-one campus during the initial contract period must provide information for the number of campuses requested. The term "**costs/resource mobilization**" refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term "**strategic choice area**" refers to the topic areas that will be considered and applied to the decision-making process to determine if opening a new campus is viable.

Applicant proposes to open more -than-one campus during the initial contract period?  
If not, check "no" and proceed to the next page.  Yes  No

Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications or requirements.*

Person(s), position(s), and/or entities that will be responsible for *costs/resource mobilization* to open any proposed campuses after Year 1. *Include all qualifications and(or) requirements.*

**NARRATIVE (1) -**

Describe the step-by-step process(es) involved in determining the number of campuses requested.

**NARRATIVE (2) -**

Discuss the strategic choice areas that will be used to determine if school growth is still viable for the year it is scheduled to open. *Include data sources that will help inform these areas.*

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of operational growth.
- Propose adequate requirements/experience for person(s), position(s), and/or entities that will manage the decision making process for opening additional campuses.

Occupied District where campus will be located *(example Austin ISD)*

La Marque Independent School District

Student Demographic Data ...In percent	Proposed Campus	Occupied District	District 1 Name	District 2 Name
			Hitchcock	Santa Fe
African American	68	69.2	46.1	0.4
Hispanic	20	19.5	27.7	17.7
White	7.5	7.6	23.2	79.3
American Indian	1.5	2.1	0.3	0.5
Asian	0.3	0.3	0.4	0.7
Pacific Islander	0.2	0.1	0.1	0.1
Two or More Races	2.5	1.3	2.3	1.3
Economically Disadvantaged	80	78.1	87.7	35.4
ELL	6	6.5	6.2	2.3
At-Risk	6	6.2	5.8	1.7
Gifted & Talented	3	3.4	2.9	4.7
Special Education	10	1.5	8.5	10.5

Number of charter schools currently operating within the Occupied District.

Number of traditional school districts effected by this campus.

Projected number of students enrolled in each grade for Year 1. *Complete all that apply*

Pre-K	<input type="text"/>	Kinder.	<input type="text"/>
Grade 1	<input type="text"/>	Grade 2	<input type="text"/>
Grade 3	<input type="text"/>	Grade 4	<input type="text"/>
Grade 5	<input type="text"/>	Grade 6	<input type="text"/>
Grade 7	<input type="text"/>	Grade 8	<input type="text"/>
Grade 9	<input type="text" value="150"/>	Grade 10	<input type="text"/>
Grade 11	<input type="text"/>	Grade 12	<input type="text"/>

### ATTACHMENT REMINDER - A5 Geographic Attendance Boundary

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

### DIRECTIONS:

Applicants must complete a demographic profile for each campus proposed to open in Year 1. The term "**Occupied School District**" refers to the traditional school district in which the campus will be located. The term "**Proposed Campus**" refers to projected enrollment data for the specific campus. Applicants must also provide additional demographic data on two traditional schools districts. These districts must be contiguous to the occupied school district.

Applicants must include the District name(s) in the blanks provided immediate below "District 1" and "District 2."

### EVALUATION CRITERIA

**A response that meets the standard will:**

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

**NARRATIVE** - Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program-instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Students who attend Excel Charter High School will come from a variety of school districts whose boundaries are wholly or in part in Galveston County, Texas. Excel Charter High School is located in a lower socio-economic, predominantly African-American neighborhood in the La Marque/Texas City area. Any student attending a school within the La Marque and Texas City school districts or attends a school district that has a boundary within Galveston County may attend Excel Charter High School. However, we anticipate that the majority of the students we serve will be in the low socio-economic category. Our instructional program will prepare students who traditionally would not go to college for success in college and we will provide training in a career academy of their choice based on what their personal goals are for students who do not anticipate going to college after high school graduation. In the most recent census La Marque was reported as having 20.1% of its population living below poverty, Texas City reported at 18.1% below poverty and Galveston County as a whole was reported as having 13.3% of its population living below poverty. These families need an alternative to provide an educational environment that will assist students in developing the skills, tools, and personal qualities important for success. Very few traditional school districts offer tailored educational services and/or the resources that these families need. Few opportunities exist in Galveston County for low or moderate-income families to find a school with a small class size and an individualized learning experience. Excel is committed to providing students with disabilities a high-quality education in the least restrictive environment possible. There are over 5,000 8th grade students in Galveston county, therefore projecting for an enrollment of 150 students is not far fetched.

Adapting the content and delivery of instruction is an important element in special education. We will ensure that identified students are provided with appropriate accommodations and modifications will be individualized for each student. The special education coordinator and/or campus administrator will be responsible for the identification of all students needing services through Child Find. Struggling students will be identified in a timely fashion and then evidence based interventions for their struggles will be determined, delivered, and monitored. Support for staff in addition to professional training will include having an aide in the classroom and having special equipment and teaching materials that are needed. All of Excel's core instructors and special education/ESL staff will be certified and all instructors will be trained in research based practices to service our special needs population. These professional developments include, but are not limited to, Navigating the ELPS which outlines the instruction that schools must provide for the ELL population, Sheltered Instruction which gives teachers the tools to improve student's language communication, and Diverse Learners which gives teachers research based strategies for differentiated instruction. Seidlitz Education provides these trainings and additional trainings on how to provide high-quality instruction for the special needs population. Our campus instructors and aides will be required to complete these trainings. Additionally, we will complete trainings that the Region 4 Education Service Center offers that will guide us in better servicing our students. Furthermore, our Advanced Placement instructors will be required to complete the 30 GT core hours as determined by the Texas State Plan for Gifted and Talented and attend the Rice Advanced Placement Summer Institute.

DIRECTIONS: ALL applicants must provide information below on the proposed curriculum. ANY curriculum [or parts of a proposed curriculum] that is the lawful intellectual property of a third party MUST be cited in the box below as well as in all narratives. A failure to do so may be deemed in violation of the Agency's plagiarism policy.

Does the applicant plan to use original curriculum?  Yes  No  
 If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).  
 Scope and Sequence will cover all TEKS and mirror other successful Region 4 high schools (Pasadena, Cy-fair, etc.)

Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?  
 Brandi Adams Peterson, M.S.Ed.  
 Melanie Burnett, M.S.Ed.  
 Brandi Janell Peterson, M.S.Ed.  
 Juanita Matthews

Does the applicant plan to offer special programs or extracurricular activities?  Yes  No  
 If yes, will any of the services be fee-based?  Yes  No  
 If any services will be fee-based, cite specific services  NA  
 We will offer the following extracurricular activities: Honor Society, Future Teachers of America, STEM clubs, Athletics, Cheer and Dance, Student Council, and Speech and Debate. The fees that will be charged will strictly be utilized for uniforms and materials and competition fees specific to the program.

Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?  Yes  No

**ATTACHMENT REMINDER - E1 Sample Course Scope and Sequence**

**NARRATIVE (1)**  
 Describe the proposed educational programs - Including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**NARRATIVE (2)**  
 Describe the plan and schedule to evaluate the proposed curriculum.

**NARRATIVE (3)**  
 If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

Press to Input Narrative Response

**EVALUATION CRITERIA**

**Responses that meet the standard will:**

- Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and meet legal requirements found in *Texas Education Code Subchapter A and B*.
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. (*Attachment F3*)

**NARRATIVE (1)** - Describe the proposed educational programs - Including special education and bilingual education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement. Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Our educational program that we propose is college and career readiness. The foundation curriculum will be the TEKS. However, we will model the pacing of our scope and sequence similar to top performing districts in Region 4. The distinction between our curriculum and other districts in our county will be the extended time that our students will receive for the core classes and the reduced class sizes. Our academic model will ensure that all of our students achieve mastery of the Texas Essential Knowledge and Skills (TEKS) standards and are equipped with the knowledge and skills needed to be successful on End of Course STAAR exams, graduate from high school and compete academically at colleges and universities. Our foundation curriculum will include English, math, science, and social studies and our enrichment curriculum will include career and technical education courses, fine arts, , physical education, Spanish, and technology applications as required by Texas Administrative Code, sections 74.1-74.3. Teachers will be required to develop lesson plans that explicitly layout what students will be able to do at the end of each lesson that will demonstrate their mastery of the TEKS and how activities will be differentiated for students at different levels (ELL, SPED,). Though our instructional program will focus on the individual needs of all students, our special education program will be aligned with the laws of the Individuals with Disabilities Act of 2004 (IDEA). We will also develop a district manual for our response to intervention process that is aligned with with the Legal Framework for the Child-Centered Special Education Process. We will have a Special Education certified and an ESL certified staff member to monitor and ensure that Excel stays in compliance with the special education laws. Additionally, all of Excel's core instructors will be certified and all instructors will be trained in research based practices to service our special needs population. Staff and board members will evaluate our educational program annually, using data, to determine if the needs of our student population is being met. If the needs of our students are not being, we will determine what steps need to be made to ensure the success of all our students, whether it be modifying our curriculum, attending additional trainings, and/or seeking an outside consultant to guide our continuous improvement process.

**NARRATIVE (2)** - Describe the plan and schedule to evaluate the proposed curriculum.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

To evaluate the proposed curriculum, students will take common assessments or checkpoints every three weeks and at the end of each grading period students will take curriculum based assessments. The data from these assessments will be used to determine if we have been meeting the needs our students academically. Additionally, annually, the board and staff will utilize the campus data and state data to determine if the current curriculum is servicing the needs of our students.

**NARRATIVE (3)** - If the applicant proposes to serve special programs or extracurricular activities; provide detailed information on each service. *If the applicant does not propose to serve special programs or extracurricular activities, skip this narrative and continue to next page.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The special programs that we plan to offer and the specifics to that program are bulleted below:

**National Honor Society:** The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. Specific criteria for membership will be outlined in our student course selection and graduation planning guide.

N.p., n.d. Web. 3 Oct. 2015. <<http://www.nhs.us/about-us.aspx>>

**Business Professionals of America** will be for students who want to pursue careers in business management or other related fields. This program will prepare students with business skills they will be able to apply in the real world.

**Future Teachers of America:** Future Teachers of America is a new program that will train exceptional high school students who have an interest in teaching, or simply a desire to give back to their community. These students will be placed in elementary school classrooms under the guidance of a trained teacher. Struggling readers in elementary schools will be

mentored both in-class and online. N.p., n.d. Web. 3 Oct. 2015. <<http://futureteachers.org/Schools.html>>

**Student Council:** A representative council for students to partner with the school staff and make decisions that benefit the students and the school as a whole.

**Speech and Debate:** Students will be able to receive training and participate in speech and debate competitions.

**STEMS Club:** Will give students the opportunity to explore aspects of science, technology, engineering and math careers.

**Cheer/Dance Team:** Students will have an opportunity to promote school spirit, participate in competitions, cheer and dance at sporting events, and be a part of a team-building organization.

**Choir:** The choir will allow students to explore their musical talents.

**Theatre:** The theatre club will allow students to explore their expressive talents via acting.

**Athletics:** Students will have the opportunity to participate in competitive physical sports that promote physical fitness, competition, and teamwork that include volleyball, basketball, soccer, track and field, golf, and softball and baseball.

**Civics Club:** The civics club will be responsible for assisting the sponsor in securing community service opportunities for each student to complete as a part of the community service requirements that will be outlined by the school.

DIRECTIONS: ALL applicants must complete this page if any educational services will be offered to grades 9 and above at any point during the initial charter contract period [Year 1-5].

The applicant will serve grades 9 and above, *If no, skip to next page*  Yes  No

The applicant will implement Personal Graduation Plans for all students  Yes  No

The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts?  Yes  No

The applicant will offer the following endorsement(s): *Check all that apply*  
 Arts and Humanities  Business and Industry  Multidisciplinary Studies  Public Service  STEM

Proposed graduation rate goal(s)? *(in percentage)*  
 Year One  Year Two  Year Three  Year Four  Year Five

**NARRATIVE (1)**

Describe the proposed campus(es) course offerings and how they will create a viable and adequate process for helping students meet graduation and endorsement requirements.

**NARRATIVE (2)**

Discuss strategies that will achieve successful vertical alignment between middle school and high school.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Identify specific resources, partnerships, or other opportunities that will facilitate sustainable availability for each endorsement.
- Account for specific supplies and tools that will be needed to facilitate successful implementation of the program.
- Align funding projections with the budget and financial workbook.
- Provide clear strategies that will assist students vertically align with grade levels that are not offered by the charter school.

**NARRATIVE (1)** - Describe the proposed campus(es) course offerings and how they will create a viable and adequate process for helping students meet graduation and endorsement requirements.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

We will offer the following courses:  
 English I, II, III, and an advanced English course for endorsement. Algebra I, Geometry, Algebra II, and an advanced math course for endorsement. Biology, and three additional advanced science courses required for graduation and endorsement. U.S. History, U.S. Government/Economics, World Geography, World History, and advanced courses for endorsement Spanish I and II Physical Education, Dance, Health, Speech, Technology Applications, Theatre Arts, Career and Technical Education coursework and other electives for endorsement. We have been in contact with Teresa Jones, the dual credit advisor at College of the Mainland and if we are approved as a charter school we can establish a dual enrollment agreement with the college where many of our students will be able to enroll and complete courses at the college that will substitute for high school graduation requirements if the student meets certain criteria. The majority of the Career and Technology courses will be taken through the dual enrollment program at College of the Mainland as well. Our proposed course offerings will be adequate for meeting graduation requirements because the courses are aligned with the exact state requirements for graduation. Additionally, course offerings will be available to fulfill the requirements of endorsements.

**NARRATIVE (2)** - Discuss strategies that will achieve successful vertical alignment between middle school and high school.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

We are not proposing a middle school, however our instructional team will analyze other district's middle school scope and sequence and work together to develop a continuum of knowledge and skills that build from one grade to the next. We will try to form partnerships with other school districts to create curriculum teams to address vertical alignment short falls. We will also keep up with the trends and research in education regarding vertical alignment. Additionally, on our high school campus we will develop and implement vertically aligned programs. We will focus on teaching skills that lead to academic success for all students.

DIRECTIONS: ALL applicants must provide information on an average experience that any proposed services and instruction will create for students beginning in Year 1.

**NARRATIVE (1) -**

Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

**NARRATIVE (2) -**

Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students. Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are: i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.
- Present evidence that growth will be assessed, and instruction will be modified as necessary to achieve individual educational goals

**NARRATIVE (1)** - Briefly describe an average school day for a prospective student. How would their experience set itself apart from the average school day at the surrounding districts or charters? *Input answer here or on the previous page. Do not write in both.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Before the school day begins students will have the opportunity to congregate with each other in a common, monitored area. An average school day for a student at Excel Charter High School begins with the student eating breakfast before going to the advisory period. The advisory period will be designed for students to begin the school day on a positive note by receiving a message from the Principal. The message sets the tone for the day and helps to create a healthy student culture. Also during advisory students will have options to study, complete assignments, review their personal education plans for goal setting, or receive targeted small group instruction from a teacher. Once a week all students in advisory will participate in targeted instruction such as critical writing, financial literacy, college prep or test taking strategies (this list is not all inclusive). The advisory time is created to begin the school day in a safe and positive environment that will encourage a positive attitude throughout the rest of the school day. During the school day our students will have extended class time for core classes. There will be 8 periods per day. During some point in the middle of the day students will have eat lunch and have a chance to relax among their peers. During this time one of the campus administrators or academic advisors will address the students with an mid-day debrief and make announcements as necessary. After lunch students will continue their academic schedule. At the end of the day students will be dismissed and allowed to participate in any after school activity, which be tutorials or extra-curricular activities. Overall, a school day for an Excel student will be filled with multiple planned positive interactions with staff to encourage them with positivity throughout the day. A typical day at ECHS will vary from a traditional high school in our area because of the intimacy of our small community of students and staff. Additionally, we will encourage parents and community members to volunteer on our campus. We want to create a family culture at Excel.

**NARRATIVE (2)** - Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day. Include information about any differentiated instruction that will be used to meet the needs of students . Including those students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and (iv) requiring bilingual/ESL services.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Our proposed methods of instruction will enhance the quality of instruction for our students because building positive relationships with students is essential to getting a student to perform academically. When students know that all of our staff have a shared interest in the success of the student, they feel more compelled to try to be successful. There have been multiple researches completed on rigor and relationships. Once the barriers between the staff and the students are broken we can focus on the pushing students to achieve academically because we have created a positive learning environment. While all classes will be taught in English, the level of English used for instruction, both verbal and written will be modified as needed to support ELL students. For both ELL and Sped students, we will scaffold our instruction beginning at the level of each student using individualized and small group instruction that will be provided by the teacher and support staff. The students will have the opportunity to demonstrate understanding of concepts and skills through different outputs such as: hands on activities, group projects and performance-based assessments.

DIRECTIONS: ALL applicants must provide information about assessments that will be utilized to monitor academic progress. Applicants should consider “**data collection activities**” to include any activity that will provide the necessary information needed to conduct the proposed assessment/evaluation design, application, and analysis.

Assessment Methods - *check all that apply*       Diagnostic       Formative       Interim       Summative

Other

Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.

The campus administration team (Superintendent, Principal, Academic Advisor) will be responsible for planning assessment activities.

List data collection activities that will be involved in the proposed assessment/evaluations.

We will collect and interpret data using curriculum based assessments and common assessments to develop theories on how to improve student learning. Data talks will be a part of our ongoing cycle of instructional improvement so that we can work as a campus to provide support for all of our students. We will teach our student how to examine their own data to set goals.

Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data.

Campus administration will be responsible for ensuring all data collection and management software is updated and functioning properly and that teachers are scanning student answer documents into the system that will organize the student assessment data by the given deadline. Teachers will be responsible for reviewing the data before data talks with administration and having mini-data talks with students to assist students in tracking their progress and setting learning goals.

Person(s), position(s), and/or entities that will be responsible for the analysis of data. What are the qualifications or requirements for the person(s), positions(s), and/or entities?

We will disaggregate data individually, by department, and as a campus to ensure that each staff member understands how to read data and how to use the data to tailor instruction that increase the success of our students.

**NARRATIVE -**

Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s) to the schools objectives and goals.
- Discuss the roles and qualification requirements for those who will be responsible for planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

**NARRATIVE** - Detail all plans to measure and evaluate academic progress of individual students, student cohorts, and the school or campuses as a whole. Including throughout the school year, at the end of each academic year, and for the initial term of the charter contract.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Teachers will use regular common assessments called checkpoints every three weeks to measure if students are mastering the standards. Additionally, teachers will use knowledge about the students' skills to shape whole class instruction, small groups, and one-on-one instruction. Using individual student data, instruction can be targeted to better meet each student's needs. Students will have multiple and varied opportunities to demonstrate what they know and what they can do in all of their classes. Since the school's mission is to prepare students for college and career, rigorous and comprehensive course examinations are an important part of student assessment. Curriculum based assessments will be used to evaluate student mastery of the scope and sequence and progress towards mastery of the TEKS. The extended school day will allow time both for both large-group instruction and small-group focused intervention to ensure that all students are receiving direct instruction in the areas where they are struggling. The Superintendent, Principal, and in year three the Dean of Instruction, will oversee the development of school-based curriculum and assessments for each grade level and subject area and the school will use a data input and analysis tool such as Eduphoria to monitor results. The principal or dean of instruction, with the assistance of a campus-level committee will develop, review and revise a campus improvement plan for the purpose of improving student performance for all student populations by analyzing formative, interim and summative, as well as STAAR, and end-of year comprehensive assessments. All of these variables will help to create a clear picture of the trends and patterns and show us the areas of concern that need further analysis. The principal and or dean of instruction will evaluate the effectiveness of curriculum based on data and report to the Superintendent and the Board that will be included in our annual report.

DIRECTIONS: ALL applicants must provide information pertaining to the required public meeting(s) and any other awareness outreach efforts. The term "awareness outreach" refers to any demonstrable activity undertaken to build awareness of the proposed charter school and(or) any associated public meetings.

Public Meeting(s) Dates - *dd/mm/yyyy/0:00*

10/13/2015/7:30p.m.

Number of Attendees - *# per meeting*

23

Location(s) of Meeting - *facility name and address to include city and zip code.*

Mainland Preparatory Academy  
319 Newman  
La Marque, Texas 77568

Method(s) of Awareness Outreach: *check all that apply*

In -Person  
 Telephone  
 Social Media  
 Direct Mail

Other

We will canvas the community neighborhoods raising awareness of our intent to apply for a high school charter school and answer any questions the community may have.

**ATTACHMENT REMINDER - A2 Published Notice(s) of Public Meeting(s)**

**NARRATIVE (1) -**

Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

**NARRATIVE (2) -**

Detail any plans to improve community awareness within the proposed geographic boundary.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Discuss initial method(s) of awareness outreach that were used to build awareness.
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Provide disclosure and explanations for low attendance rates.
- Provide follow-up outreach strategies that were used to increase attendance in any subsequent meetings.

**NARRATIVE (1)** - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Explain any awareness outreach methods that increased attendance at the meeting(s) or contributed to lower attendance rates. In addition, detail any other outreach efforts.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The meeting was called to order at 7:35 p.m. There were 23 community members present in addition to the applicant team. Our agenda included: Welcome and Introductions, Who is Progressive Education Project, why we want to apply to Texas Education Agency for a high school charter school, an overview of what Excel Charter High School will look like if approved, and questions, comments or concerns. Questions that were asked and how they were answered are as follows:

Q: How will your high school be different from the high schools already established in the community?  
A: Excel will have extended core class periods, which will provide more time to explicitly teach concepts. Students will also have more time to work on project based learning and there will be more time to build positive relationships with teachers. We anticipate smaller class sizes as well in order to better differentiate learning for all of our students.

Q: How can you ensure that the classes will be smaller?  
A: We can ensure small class sizes because our maximum enrollment per grade will be 150 students, therefore we will be able to better plan for our staffing needs because we will never have over 150 students per grade level.

Q: Where is the location of the school going to be?  
A: We are in communication with College of the Mainland to determine our facility needs and how they will be able to accommodate our students and staff. Having our campus on the college's campus will be convenient for our students who will be taking courses there and it will give our students a glimpse of the collegiate lifestyle.

Q: How soon will the school be open?  
A: If approved by TEA, we will open in the fall of 2017.

Q: When will you know if you are approved?  
A: We should have information of new charters granted approval before the end of summer 2016.

Q: Are your teachers going to be certified?  
A: All of our core teachers will be certified. Additionally, our Special Education/ESL teacher/coordinator must be certified as well.

Q: What grade does a student have to be in now to be able to attend your school?  
A: Students who are currently in the 7th grade will be able to apply for admission into Excel. They will be our first group of 9th graders.

Q: Will this new school affect La Marque High School.  
A: We are not targeting La Marque students. Any student who lives within our geographical boundary may apply for admission to Excel. Our focus is to be an option for all students of the community.

Q: What is your boundary?  
A: Any students attending schools in Galveston County that include Hitchcock, Dickinson, La Marque, Galveston, Texas City, Santa Fe, Clear Creek and Friendswood.

Q: What academic standards will you use?  
A: We will use the TEKS because it is required by law that we teach them all. We will model our scope and sequence after other districts that have successful districts in the state.

The meeting ended @ 8:15 p.m.

**NARRATIVE (2)** - Detail any plans to improve community awareness within the proposed geographic boundary.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

In addition to posting a legal announcement in the Galveston Daily News, we printed 200 8 1/2 x 11 announcements and posted them in businesses and churches around the community with approval. We also made telephone calls to our contacts and informed them to spread the word. We held the meeting on a Tuesday because the local churches have bible study on Wednesdays that many people attend. In retrospect, we should have posted the announcement on social media, which we plan to do in the future. Additionally, to increase awareness if we are approved we will be present and visual at community events to answer questions and provide additional information about Excel. Though 23 was a small number to attend the informational meeting, the community is buzzing and a few people have approached us wanting to confirm what they have heard about the possibility of a new high school.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, has a specific desired location(s).

Does the applicant have a specific desired location? *If not, check "no" and skip to next page*  Yes  No

Physical Address of Location:

Does the applicant intend to lease or purchase property?  Lease  Purchase

Has the building been issued a certificate of occupancy for educational use?  Yes  No

The applicant will:  Use the Existing Facility  Build a New Facility  Repurpose/Remodel the Existing Facility

What was the facility's last nature of use?

Will the facility share space with individuals/organizations in addition to the proposed charter school? If yes, provide the name of the entity, type, and frequency of use.  Yes  No

**ATTACHMENT REMINDER - F8 Proposed Facility Description**

**NARRATIVE-**  
 Explain how the facility [or future facility] will be suitable for the proposed charter school. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide a clear description of the facility.
- Justify the facility's suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements and/or construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

DIRECTIONS: Applicants must provide information below if the applicant, at the time of submitting this application, does NOT have a specific desired location.

Does the applicant have a desired location?  Yes  No  
*If yes, check "yes" and return to previous page*

Does the applicant intend to lease or purchase property?  Lease  Purchase

Does the applicant intend to use a broker or consultant to procure occupancy?  Yes  No  
*If yes, provide name, company, website*

Will the facility share space with individuals/organizations in addition to the proposed charter school?  Yes  No  
*If yes, provide the name of the entity, type, and frequency of use.*

College of the Mainland is a community college in the area that has available space to lease out. The facility is used on a daily basis by students who attend the college.

**NARRATIVE -**

Describe the process for identifying and securing a facility. Including plans for building or renovations, timelines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**NARRATIVE** - Describe the process for identifying and securing a facility. Including plans for building or renovations, time lines, and financing. Explain why the facility will be suitable for the proposed charter school. Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Our first choice is College of the Mainland. College of the Mainland is a community college in the area that has available space to lease out. This is our first choice because our students will be enrolling in career and technology education courses there as well as dual credit courses. However, we are exploring other potential places for a suitable facility. Currently we are working to identify vacant school buildings and community centers in our area that do not need extensive repairs. There are several recently vacant school buildings in the community. We are open to many locations within La Marque/Texas City and there are an abundance of available empty buildings to choose. We have contacted several agents regarding those spaces and are awaiting a response as to cost and build out suitable for a school campus. Upon approval by TEA, We will begin to identify specific facilities and make a final decision based on a description of our campus needs, funding and inspection reports. If it is necessary to make renovations or additions to the facility, we will submit those plans to TEA to be reviewed. If we agree to leasing terms with the College of the Mainland, we can add additional facility space as needed annually. However, if we have to find another facility, we will make a decision based on our maximum capacity.

We do have a property option that we are exploring in La Marque, Texas. The property is located at 714 Highway 3. This property is ideal as well because it is located directly in the community we plan to service. There is a total of 42,500 square feet available which makes it ideal for a multitude of floorplan options and as our campus grows we have options to expand as needed. It is currently listed for sale, however they are willing to lease as well. The facility includes the following features: 3.35 acres of paved concrete available for parking, sprinklered, and convenient access to Interstate 45 and Highway 3. The logistics in terms of build out are still being mapped out as well. The facility will be suitable for our proposed charter school because there is enough square feet to build out the floor plan to our campus needs. We will review guidelines for facilities to be in compliant with the American with Disabilities Act and plan accordingly. If Excel is awarded approval of a charter we will aggressively fundraise to build the capital needed to acquire our facility.

DIRECTIONS: ALL applicants must provide information below on transportation services and strategies. All references to “**daily transportation**” should reflect any transportation services that will facilitate student pick-up/drop-off from the home, campus, or reasonable distance therein. At minimum, all applicants must complete a narrative below outlining transportation plans for students with Individualized Education Plans (IEP).

Does the applicant intend to offer daily transportation to all students?  Yes  No  
*If no, the applicant must still answer IEP transportation contingencies in the narrative section below*

If yes, what year will the service begin? Year  1  2  3  4  5

Will the charter provide public transportation vouchers? *Ex. public bus passes*  Yes  No

If yes, what year will the service begin? Year  1  2  3  4  5

What is the total annual dollar amount budgeted for transportation?

**NARRATIVE -**

Describe any student transportation plans. If transportation plans will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Provide clear transportation plans for students with IEP's that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR §300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

**NARRATIVE** - Describe any student transportation plans. If no transportation plans will be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Excel will adhere to all mandated guidelines regarding transportation for students whose IEPs require they receive transportation services. If the need to provide transportation to students with IEPs arises, we will make the necessary arrangements required by Texas law to provide the necessary services.

DIRECTIONS: ALL applicants must provide information below outlining proposed admission and enrollment policies.

Enrollment Period: *include start date/end dates*

01/09/2017

to

04/03/2017

Date of Lottery (if needed):

04/10/2017

Will the lottery process have exempted classes of students?

Yes  No

Choose all that apply

- Returning Students
- Siblings of Enrolled Students
- Children of Founders & Staff
- Other

If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?

2

### ATTACHMENT REMINDER - E3 Admission and Enrollment Policy

#### NARRATIVE (1) -

Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

#### NARRATIVE (2) -

Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

Press to Input Narrative Response

#### EVALUATION CRITERIA

A response that meets the standard will:

- Attachment E3 presents an application period and application process that clearly supports fair and equitable opportunity for all students to apply.
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Any enrollment exemptions do not exceed allowable limits.
- Any enrollment requirements (such as auditions) are aligned with TEC §12.111(a)(6) and §12.1171.
- Attachment E3 Includes a non-discrimination statement that satisfies TEC 12.111(a)(5).

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

An admissions lottery will be conducted the Monday following the application deadline if the total number of applicants exceeds the number of open enrollment spots. Each applicant will be assigned a number, and all numbers will be placed in a container and randomly drawn one number at a time by the superintendent or principal. Each applicant whose number is drawn will be offered admission. Notification will be made by telephone, e-mail or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within five business days of a post-marked letter, will result in the forfeiture of his or her position in the application process. If the number of applicants does not exceed the available enrollment spots, notification of admission will be given during the week following the application deadline. Once all enrollment spots have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the ECHS year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. Federal guidelines permit ECHS to exempt from the lottery students who are already attending the school; siblings of students already admitted to or attending the school; and children of the school's founders, teachers and staff, so long as the number of these students constitutes only a small percentage of the school's enrollment.

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEA § 12.111(a)(5)(A).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Students who have a documented history of any types of misconduct listed in Texas Education Code § 12.111(a)(5)(A), will have their applications reviewed by our administrative committee, which consists of the superintendent, principal, and academic advisors (counselors). We will review the severity of the student's criminal offenses and determine if ECHS will offer admission. If admission is offered, the student will be placed on a behavior contract. If the behavior contract is upheld, the student will continue to matriculate as every other student. If the behavior contract is not adhered to, the student will first be placed on school probation, then expelled if future severe discipline problems arise. Students with a documented history of criminal offenses will not be automatically barred from admission. However, each admission application will be reviewed on a case by case basis. Our objective at ECHS is to admit students with prior criminal offenses whom we feel will successfully complete our curriculum and benefit from our program in the future.

DIRECTIONS: ALL applicants must provide information below detailing student recruitment strategies and standards.

Target number of hours dedicated to student recruitment per month? *If any...*

40

Person(s), position(s), and/or entities that will be responsible for planning recruitment activities?

The recruitment team will include the superintendent, principal, academic advisors (counselors), teachers, parents, and board members will be responsible for planning recruitment activities.

What percentage of the budget will be used towards student recruitment?

-1

Will recruitment efforts specifically target any of the following? *Choose all that apply*

Low Income Families  
 Gifted and Talented  
 Students with Special Needs  
 Students At-Risk  
 Drop Out Recovery  
 Other

**NARRATIVE (1) -**

Outline the needs of the community that are not being met by the local school district or other area charter schools.

**NARRATIVE (2) -**

Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

**NARRATIVE (3) -**

Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Clearly describe community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Discuss the specific roles and responsibilities of person/positions that will plan and implement student recruitment/community engagement, if any - including any educational or experience requirements.
- Present specific assessment models, schedules, and activities that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

The needs of the community that are not being met by the current local school district are: the teacher/student ratio is too large, the parental support is decreasing because parents don't feel they have a voice in the decisions that are made concerning their child's education and they do not feel like their children are being adequately educated with a rigorous curriculum that promotes critical thinking, fosters self accountability, and there is an inadequate discipline plan. Furthermore, the special programs (Special Education, ELL, etc.) population is inadequately serviced because of lack of resources or not adequately utilizing the resources.

**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

Recruitment strategies that will effectively reach our anticipated community include: Advertising in the local newspapers (Galveston Daily News), local blog talk radio station, placing flyers in places such as daycares, beauty and barber shops, libraries, local businesses, community recreation centers, grocery stores, and post offices. We will plan local town hall meetings to answer frequently asked questions. We will go door to door handing out brochures and answering questions. We will attend community meetings to talk about our school and join the Chamber of Commerce. We will also contact social workers, probation officers and welfare officials to give them information about our school as an alternative to traditional public schools. Additionally, we will attend community festivals and shows as a vendor to spread the word about our campus. The Board and the Superintendent will be responsible for ensuring there are effective recruitment strategies in place and that it is being implemented to ensure a full student body.

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

If enrollment is lower than our anticipated number, we will reevaluate our recruitment strategies and tailor strategies to meet the needs of our targeted community. We will make our staff more available for the community to access us and ask the questions that have gone unanswered. We can provide additional town hall meetings as well. There will be an annual budget of \$500 available for student recruitment. This amount may be adjusted during our annual budget adoption process if necessary.

DIRECTIONS: ALL applicants must provide information below on the proposed school day calendar and estimated instructional hours per grade level.

Anticipated Date-of-Opening:

Total Number of Instructional Days in the School Year:  ; and Total Instructional Minutes per day

Start/Dismissal Times :

PreK	begins at	<input type="text"/>	and dismisses at	<input type="text"/>
K-5	begins at	<input type="text"/>	and dismisses at	<input type="text"/>
6-8	begins at	<input type="text"/>	and dismisses at	<input type="text"/>
9 -12	begins at	<input type="text" value="7:30"/>	and dismisses at	<input type="text" value="4:00"/>

Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "NA" where grades will not be served.

Prek	<input type="text" value="NA"/>				
Kindergarten	<input type="text" value="NA"/>	6th Grade	<input type="text" value="NA"/>	9th Grade	<input type="text" value="8.5"/>
1st Grade	<input type="text" value="NA"/>	7th Grade	<input type="text" value="NA"/>	10th Grade	<input type="text" value="8.5"/>
2nd Grade	<input type="text" value="NA"/>	8th Grade	<input type="text" value="NA"/>	11th Grade	<input type="text" value="8.5"/>
3rd Grade	<input type="text" value="NA"/>			12th Grade	<input type="text" value="8.5"/>
4th Grade	<input type="text" value="NA"/>				
5th Grade	<input type="text" value="NA"/>				

**NARRATIVE -**

Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

**EVALUATION CRITERIA**

A response that meets the standard will:

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Follow all state attendance requirements.
- Provide rationale for choosing the proposed school-calendar structure.

**NARRATIVE** - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The Excel school schedule will consist of an extended core class scheduling format. The extended core schedule will be a revised version of the block schedule and will be beneficial because there will be more time for teachers to conduct extension activities and projects. Additionally, teachers will have more time in class to develop key concepts and try a variety of differentiated strategies. The additional time also provides an opportunity for teachers to build a better rapport with students. The schedule will be a total of eight periods that include an advisory period, four core classes, and three elective classes to fulfill graduation requirements and endorsement selections. The proposed schedule will align with our schools vision and educational plan by providing students additional time to explore core concepts and learn more through real world projects and inquiry based activities. The additional time will also provide opportunities for students to have meaningful data talks with their teachers and be guided through goal setting. Currently, Texas law indicates that students must have 75,600 minutes of instruction including recess and intermissions. Under our model, our students will have 89,250 minutes per year. Allowing for extra instructional time will allow our teachers to explicitly teach concepts and cover all TEKS in more detail. Having additional instructional time will also allow our students more opportunities to participate in project based learning and build better positive and appropriate relationships with our teachers.

DIRECTIONS: ALL applicants must provide information below pertaining to faculty and staff recruitment strategies.

What method(s) will the applicant use to identify, recruit, and hire highly qualified teachers?  
Choose all that apply

Web Advertising e.g. Monster, Indeed, Idealist etc.       Other

Print Media

Social Media e.g. Facebook, Twitter, Forums etc.

Partnerships w University or Colleges

We will have a booth at job fairs.

Person(s), positions(s), and/or entities that will plan recruitment strategies?

The administrative team that consists of the superintendent, principal, and academic advisors (counselors) will be responsible for teacher recruiting.

Target Number of Special Education Teachers for Year 1

2

Target Number of Bilingual/ESL Teachers for Year 1

1

Target Number of Gifted and Talented Teachers for Year 1

4

**NARRATIVE -**

Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Press to Input Narrative Response

**EVALUATION CRITERIA**

A response that meets the standard will:

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire highly qualified teachers, administrative staff, and (or) various support staff.
- Discuss the roles and responsibilities of the person/position that will plan, implement, assess recruitment efforts.
- Present specific assessment models, schedules, and activities that will gauge recruitment
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE** - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the schools mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

The recruiting team will implement the following hiring procedures:

Application Review: Applicants apply in person. Recruitment team will review application and work history. Applicants whose credentials match a need for our campus will be invited to complete a writing sample.

Writing Sample: Applicants will complete sample writing assignment in-person and will be evaluated on: 1. critical thinking, 2. lesson planning and execution, 3. content knowledge, 4. student engagement, 5. professionalism.

Interview: Applicants who successfully complete the sample writing section take part in a formal interview, evaluated on, but not limited to: 1. approach to at-risk population 2. professional demeanor 3. response to scenarios 4. content knowledge 5. classroom management approach

Only applicants who successfully complete the above phases, along with a certification and background check, are offered a position based on our campus needs.

After our first year of operation we intend to redesign our recruiting program. We will develop and maintain a database of highly-qualified teachers throughout the state. We will update our interview questions and the structure of our interview process for a more effective identification of the best candidates. We will use other successful charter schools and districts recruiting techniques as a model when developing our recruiting practices.

DIRECTIONS: ALL applicants must provide information below about professional development strategies, implementation, and analysis.

Person(s), positions(s), and/or entities that will *plan* and *execute* professional development strategies.

The superintendent will plan all professional developments. However, various approved agencies will execute the professional development trainings.

Person(s), positions(s), and/or entities that will be responsible for the *management, analysis* and *interpretation* of any data for classroom teachers to improve student achievement.

The superintendent will be responsible for managing, analyzing, and interpreting any data for classroom teachers to improve student achievement. This information will be input in Eduphoria (workshop) software.

Will the applicant require any professional development prior to the start of the school year?

Yes  No

If yes, briefly explain

All instructional staff will be required to complete the following trainings before the school year begins: Rigor, Relevance, and Relationships, Rice Advanced Placement Summer Institute (teachers who will be teaching AP courses): Navigating the ELPS, Diverse Learners, and Sheltered Instruction Plus trainings and Teaching ESL in Texas: Tips, Tricks, and Essential Practices (SPED and ESL certified teachers).

### ATTACHMENT REMINDER - O4 Teacher Evaluation Tool(s)

#### NARRATIVE (1) -

Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

#### NARRATIVE (2) -

Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

#### EVALUATION CRITERIA

A response that meets the standard will address:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Discuss the roles and responsibilities of the person/position that will plan, implement, analyze, and report on professional development activities.
- Present specific assessment models, schedules, and activities that will gauge the success of professional development resources and activities.
- Address any foreseeable obstacles to implementing the proposed plan.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program?

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

To support our staff with purposeful, ongoing and effective professional development plan we will build plans that are personal and specific to each teacher. To accomplish this conversations must be had with teachers that answer the following questions:

What are your instructional goals for the year?

How are your goals aligned with our mission and vision?

How will we know if professional development is successful and what methods will be used to measure success?

When building each professional development plan we will document the teacher's goals, the action steps taken to reach the desired goals, and how we measure if the actions were successful. The teacher will play a vital role in the development of the professional development plan. All of our professional development plans will be designed to improve teaching and learning. We have allocated \$10,000 per year for professional development with a 5% increase in this budget after year one.

If we find this amount to be too much or not enough, we will address the issue during budget adoption meeting annually.

Obstacles to prevent our PD plan from being effective may arise if we are not engaging in dialogue with our teachers as we have outlined.

**NARRATIVE (2)** - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

Our proposed school calendar for the year will allow various opportunities for our teachers to complete trainings. Additionally, we have budgeted for five substitutes in year one to be the teacher of record for the day if a need for the teacher to be absent from class arises due to professional development. Time to review the teacher pd plan will be incorporated into individual data talks during the teacher conference period as needed. In year one our small staff size will allow more time for these personalized talks and in the years following as the instructional management staff grows, we will design a plan to assign a number of teachers to each instructional management staff member to provide guidance on professional development and growth.

DIRECTIONS: ALL applicants must provide information below on the proposed Board of Directors. The term "Board of Directors" refers to a governing body of the sponsoring entity as the applicant indicated on the Application Coversheet. The term "grant mismanagement" refers to the unallowable or questionable use of government grant funds as determined by that specific states' ethics and compliance policies.

Number of Board Members:	3
Number of Board Members Domiciled in Texas:	3
Number of Board Members with Prior Charter Experience:	1
How often will the Board meet <u>in-person</u> ? Choose all that apply.	
<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually           Other <input style="width: 100px;" type="text"/>	
How often will the Superintendent report to the Board? Choose all that apply.	
<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually           Other <input style="width: 100px;" type="text"/>	
How often will the Board review financial reporting data? Choose all that apply.	
<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> Bi-Weekly <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually           Other <input style="width: 100px;" type="text"/>	
Do any current board members intend to apply for an employed position with the charter?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The sponsoring entity has been investigated for grant mismanagement within the last 5 years.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form**

**NARRATIVE (1) -**  
Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

**NARRATIVE (2) -**  
Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

**NARRATIVE (3) -**  
Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide a clear list of the sponsoring entity board members and their roles on the board.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Disclose the full extent of prior charter experience among the board members.
- Present a governance structure that is compliant with Texas Administrative Code 19 TAC § 100.1113 and Texas Government Code §§ 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the proposed governance structure will be effective.

**NARRATIVE (1)** - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

The Board of Directors will be comprised a minimum of three directors at any one time, and in order to facilitate efficient and effective operations, board directors shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions will be made collectively in accordance with board bylaws. Excel Charter High School will establish a parent advisory committee that will meet on a regular basis. The committee will provide a voice for parents and community input that school leaders and the Board of Directors can use to make decisions about school programs, fund raising, and special events. The board will evaluate the success of the school and superintendent by continuous monitoring of the curriculum and the finances. Annual surveys from all stakeholders will be evaluated as well to assist in improving school culture. The Board has adopted and will enforce a conflicts of interest policy. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. A conflict of interest shall exist in board actions including, but not be limited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. A code of ethics policy will be proposed and approved by the Board of Directors. The board of directors of the sponsoring entity will hire, evaluate, and terminate the superintendent. The board of directors will be responsible for ensuring that the academic program of Excel Charter High School is successful and that the school's program and operations are consistent with the terms of its charter. The board will monitor that the mission and vision of ECHS is being upheld by the school's leadership team. The board will approve an annual campus improvement plan that includes concrete, measurable goals consistent with the charter and accountability plan, ensure legal and ethical integrity and maintain accountability.

**NARRATIVE (2)** - Applicants with a sponsoring entity who is a current grantee/sub-grantee of a state and(or) federal grant must provide: (a) names of all currently awarded grants; (b) contact information; and (c) nature of awarded grant(s). *All other applicants skip this narrative and proceed to the narrative below.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

**NARRATIVE (3)** - Applicants with a sponsoring entity who has been subject to investigation for grant mismanagement within the last 5 years must provide: (a) names of all applicable grants; (b) contact information; and (c) result/status of investigation. *All other applicants skip this narrative and proceed to the next page.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

DIRECTIONS: This page is **ONLY** for applicants who propose the creation of a secondary board during the initial charter contract period. The term “**Secondary Board**” refers to a body that will provide advice on various aspects of charter/campus management or conduct assignable duties by the Board of Directors. All other applicants should check the “no” box and proceed to the next page.

Will the applicant maintain a Secondary Board? *If no, check “no” and skip this page*  Yes  No

Number of proposed board members?

How often will the Secondary Board meet with the Board of Directors in-person?  
 Choose all that apply

Weekly       Other  
 Bi-Weekly  
 Monthly  
 Quarterly  
 Annually

**ATTACHMENT REMINDER - G4 Board Member Biographical Affidavit Form**

**NARRATIVE -**  
 Describe the role and duties of the Secondary Board.

**EVALUTATION CRITERIA**

A response that meets the standard will address:

- Provide a clear list of the secondary board members and their roles on the board.
- Discuss member selection criteria and how it aligns with the schools mission, vision, and student needs.

DIRECTIONS: ALL applicants must provide information below on projected expenses for start-up year zero. The term "Start-Up Year Zero" refers to the planning year prior to serving students. For a list of specific activities that make up each financial projection below, please refer to the start-up tab located in the Financial Plan Workbook. Applicants should make sure that the projections below match any budgeted items in the Financial Plan Workbook.

What are the expected *personnel* costs for the start-up year zero?

What are the expected *contracted service* costs for the start-up year zero?

What are the expected *school operation* costs for the start-up year zero?

What are the expected *facility operation and maintenance* costs for the start-up year zero?

**NARRATIVE (1) -**

Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

**NARRATIVE (2) -**

Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Provide only funding/revenue sources that can be fully supported by Verifiable Proof of Secured Funds documentation.
- Present revenues that cover expenditures.
- Present start-up timeframes that are consistent with any and all other timeframes within the application.
- Ensure all start-up expenses and revenues are congruent with the financial workbook.
- Establish and detail contingencies if funding is not as anticipated.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

*INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.*

The expected personnel costs for the start-up year zero is \$18,800. This includes the Superintendent and CTE Coordinator working at 10% of their salaries and \$1000 each for the teachers and the academic advisor to receive after they have accepted employment and completed the trainings. The expected contracted service costs for the start-up year zero is \$2500 for consulting with an attorney if we have legal questions that we need to be answered. We don't anticipate needing the services of an attorney, however in case we need to consult we have allocated these funds for that purpose. The expected school operation costs for the start-up year zero is \$59,000. This includes amounts for board training, classroom teaching supplies to order to begin year one, supplies and other office material for our admin team, support staff and teachers, technology, staff development, staff and student recruitment, fundraising seed money and misc. fees.

**NARRATIVE (2)** - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

*INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.*

Sources of funding include personal finances. [REDACTED] has pledged \$2500 for a total of \$17,500 if our application is approved. Additionally, we will aggressively fundraise to meet the needs of our budget.

**DIRECTIONS:** ALL applicants must provide information below about projected source(s) of funding. The term **“initial contract period”** refers to the period of time to which a charter is authorized to operate. The term **“collected”** refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term **“firm commitment”** refers to any donation [monetary or otherwise] that has been promised but not yet transferred. The term **“anticipated”** refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term **“contingent upon charter”** refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

What is the cumulative amount of donations COLLECTED?

How many donors reflect this amount?

What is the cumulative amount of donations received with a FIRM COMMITMENT ?

How many donors reflect this amount?

What is the cumulative amount of all other donations ANTICIPATED?

How many donors reflect this amount?

What is the cumulative amount of donations CONTINGENT UPON CHARTER ?

How many donors reflect this amount?

**NARRATIVE (1)** - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance (ADA)* estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that is used to pay for expenses incurred during the start-up period, if any.
- Ensure all amounts are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

*INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.*

Sources of funding include personal finances. [REDACTED] has pledged \$2500 for a total of \$17,500 if our application is approved. Additionally, we will aggressively fundraise to meet the needs of our budget.

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

*INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.*

We plan on meeting or financial goals. However, in the event that the goal is not met, the Superintendent and CTE Coordinator plan to forfeit their salaries.

**DIRECTION:** This page is ONLY for applicants who propose to contract specific services to third-parties during the initial charter contract period. The term “management company” refers to person or entity, other than a charter holder, who provides services for an open-enrollment charter school.

Does the applicant plan to outsource services to a management company or other service provider?  Yes  No  
*If no, check “no” and skip this page.*

What area(s) of service will be outsourced?  
*Check all that apply*

- |   |                          |                                       |                            |                            |                            |                            |
|---|--------------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> Human Resources        | <i>Beginning in Year</i> | <input type="checkbox"/> 1            | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> Food Services          | <i>Beginning in Year</i> | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> Transportation         | <i>Beginning in Year</i> | <input type="checkbox"/> 1            | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> Janitorial and Grounds | <i>Beginning in Year</i> | <input type="checkbox"/> 1            | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input checked="" type="checkbox"/> Other       |                          |                                       |                            |                            |                            |                            |

Payroll, accounting, and auditing services.

Does the applicant plan to negotiate service agreements with any organization(s) and/or individuals(s) that will include any form of financial accounting, payroll, and/or tax accounting services?  Yes  No

*Beginning in Year*  NA  1  2  3  4  5

Briefly describe the fee structure of the CMO contract.

**NARRATIVE:**

Identify each provider and detail what their respective roles and duties will be.

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Rationalize the need for each proposed service.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific sources of costs of each proposed service.
- Present costs that are congruent with the financial workbook.
- Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Press to Input Narrative Response

**NARRATIVE:** Identify each provider and detail what their respective roles and duties will be.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

We will be outsourcing our payroll, accounting, and auditing services to protect us from serious risks that will prevent our growth. Outsourcing our payroll will save us time and money and we will be able to focus on our purpose, education.

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

\*\*\*\*\*

TEA hosted identical Applicant Information Sessions on September 16 and 22, 2015, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

Texas Education Agency  
Division of Charter School Administration  
**Generation Twenty-One Applicant Information Session Registration Form**

This form should be saved locally and must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to [charterapplication@tea.state.tx.us](mailto:charterapplication@tea.state.tx.us).

Attendance by one governing board member of the sponsoring entity is required to attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Excel Charter High School

Sponsoring Entity Name: Progressive Education Project PROJECT/GBH MINISTRIES

Application Contact Name: Michael Martin

Title/Role: Board Member

Email: bapetespr04@yahoo.com Phone: 678-592-2222

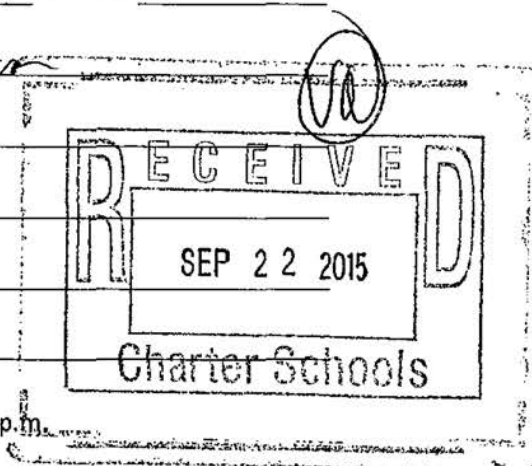
Board Member Attending: Michael Martin *Michael Martin*

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_



Date of Session:  Wednesday, September 16, 2015, 9:00 a.m. - 1:00 p.m.

Tuesday, September 22, 2015, 9:00 a.m. - 1:00 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to  
[charterapplication@tea.state.tx.us](mailto:charterapplication@tea.state.tx.us).

If you have any questions about the sessions or registration, please contact Rick Salvo at 512-463-9789  
or [rick.salvo@tea.state.tx.us](mailto:rick.salvo@tea.state.tx.us).

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint indicating the name of the paper and date published.

Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

\*\*\*\*\*

Applicants must hold a public hearing in the proposed charter school's campus' geographic area to publicly discuss the application for the charter school. This hearing must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of de minimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

AFFP  
Informational Meeting for Exce

**Affidavit of Publication**

STATE OF TX )  
COUNTY OF GALVESTON ) SS

Sandra Villamil, being duly sworn, says:

That she is Sandra Villamil of the The Galveston County Daily News, a daily newspaper of general circulation, printed and published in Galveston, Galveston County, TX; that the publication, a copy of which is attached hereto, was published in the said newspaper on the following dates:  
October 08, 2015

That said newspaper was regularly issued and circulated on those dates.

SIGNED:

*Sandra Villamil*

Sandra Villamil

Subscribed to and sworn to me this 8th day of October 2015.

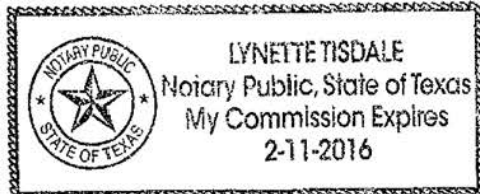
*Lynette Tisdale*

Lynette Tisdale, Notary Public, State of Texas, Galveston County, TX

My commission expires: February 11, 2016

18129462 00396790

Brandi Peterson  
7822 Leang Oak Dr  
Texas City, TX 77591



Informational Meeting for  
Excel Charter High  
School Local Rools  
National Reach  
Sponsored by:

Progressive Education  
Project/GBH Ministries.

A non-profit corporation  
established to apply for a  
high school charter  
school on the mainland  
in Galveston County.

Meeting will be held at:  
**MAINLAND PREPARATORY  
ACADEMY 319 Newman  
La Marque, TX 77568  
Tuesday, October 13,  
2015 @ 7:30 P.M.  
In the library.**

Published: October 8,  
2015  
00396759

page 48

**001** Announcements

**006** Legal Notices

**006** Legal Notices



duration of ten days from date of publication of this citation, at the Salveston County District Court, Galveston, Texas.

**006** Legal Notices

ROBERT JAMES GOSNELL, the other executor in the estate of ROBERT JAMES GOSNELL, deceased, in the same proceeding in the Probate Court for Galveston County, Texas, in the probate of the will of the said deceased, and make due return thereon to the undersigned.

Provide the following:

A synopsis of the public meeting that identifies presenters, provides a summary of their comments, and a list of questions from participants with responses provided by the presenters. Additionally, provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing. Do **not** include slides of the presentation, a transcript of the proceedings, photographs, or sign in sheets that could identify a student or violate any part of the Family Educational Rights and Privacy Act (FERPA).

## Synopsis of Public Meeting

The meeting was called to order at 7:35 p.m. There were 23 people present in addition to the applicant team.

Our agenda included: Welcome and Introductions, Who is Progressive Education Project, why we want to apply to Texas Education Agency for a high school charter school, an overview of what Excel Charter High School will look like if approved, and questions, comments or concerns. Questions that were asked and how they were answered are as follows:

Q: How will your high school be different from the high schools already established in the community?

A: Excel will have extended core class periods, which will provide more time to explicitly teach concepts. Students will also have more time to work on project based learning and there will be more time to build positive relationships with teachers. We anticipate smaller class sizes as well in order to better differentiate learning for all of our students.

Q: How can you ensure that the classes will be smaller?

A: We can ensure small class sizes because our maximum enrollment per grade will be 150 students, therefore we will be able to better plan for our staffing needs because we will never have over 150 students per grade level.

Q: Where is the location of the school going to be?

A: We are in communication with College of the Mainland to determine our facility needs and how they will be able to accommodate our students and staff. Having our campus on the college's campus will be convenient for our students who will be taking courses there and it will give our students a glimpse of the collegiate lifestyle.

Q: How soon will the school be open?

A: If approved by TEA, we will open in the fall of 2017.

Q: When will you know if you are approved?

A: We will be notified of new charters granted approval before the end of summer 2016.

Q: Are your teachers going to be certified?

A: All of our core teachers will be certified. Additionally, our Special Education/ESL teacher/coordinator must be certified as well.

Q: What grade does a student have to be in now to be able to attend your school?

A: Students who are currently in the 7th grade will be able to apply for admission into Excel. They will be our first group of 9th graders.

Q: Will this new school affect La Marque High School.

A: We are not targeting La Marque students. Any student who lives within our geographical boundary may apply for admission to Excel. Our focus is to be an option for all students of the community.

Q: What is your boundary?

A: Any students attending schools in Galveston County that include Hitchcock, Dickinson, La Marque, Galveston, Texas City, Santa Fe, Clear Creek and Friendswood.

Q: What academic standards will you use?

A: We will use the TEKS because it is required by law that we teach them all. We will model our scope and sequence after other districts that have successful districts in the state.

The meeting ended @ 8:15 p.m.

Provide the following:

*Certified mail receipt cards* showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district and charter from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district or charter name, fees paid, and the date mailed will be accepted.

\*\*\*\*\*

Applicant shall send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district and charter from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts and charters to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to the President of the Board of Trustees of each traditional district and charter from which the proposed school intends to draw students. And to each member of the Texas legislature that represents the geographic area to be served by the proposed school and the State Board of Education member that represents the geographic area to be served by the proposed school. See TEC §12.1101.

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Total Postage and Fees	\$6.74	10/23/2015

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Postage	\$0.49	
Total Postage and Fees	\$6.74	10/23/2015

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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.49	
Total Postage and Fees	\$6.74	10/23/2015

Sent To: Santa Fe ISD  
 Street and Apt. No., or PO Box No.: 15301 Hwy 4  
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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
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Postage	\$0.49	
Total Postage and Fees	\$6.74	10/23/2015

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Street and Apt. No., or PO Box No. 302 Laurel  
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Street and Apt. No., or PO Box No. 2425 E. main  
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 Certified Mail Restricted Delivery \$0.00  
 Adult Signature Required \$0.00  
 Adult Signature Restricted Delivery \$0.00  
 Postage \$0.49  
 Total Postage and Fees \$6.74

LAMARQUE TX 77568  
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Street and Apt. No., or PO Box No. 819 Newman Rd  
City, State, ZIP+4® Lamarque, TX 77568

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Provide the following:

State the proposed schools primary attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 TAC, §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept transfer students if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will accept transfer students. *Do not list the charter schools located within the designated geographic boundary.*

## Geographic Attendance Boundary

Clear Creek ISD  
2425 East Main  
League City, Texas 77574

Dickinson ISD  
P.O. Box Z  
Dickinson, Texas 77539

Friendswood ISD  
302 Laurel  
Friendswood, Texas 77546

Galveston ISD  
3904 Avenue T  
Galveston, Texas 77550

Hitchcock ISD  
8117 Highway 6  
Hitchcock, Texas 77563

La Marque ISD  
1727 Bayou Road  
La Marque, Texas 77568

Santa Fe ISD  
13301 Highway 6  
Santa Fe, Texas 77510

Texas City ISD  
1401 9<sup>th</sup> Avenue North  
Texas City, Texas 77590

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

## Teacher-Student Ratio

The teacher-student ratio per core course  
that will be maintained at  
Excel Charter High School is  
1:23 per core course.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:



## Unit Planning Template



### Student Expectations/Learning Outcomes

*Describe what the student should be able to know and do by the end of the unit*

By the end of this unit students will have the knowledge and skills to answer essential questions related to the World Geography and students will be able to describe the influence of geography on the events of the past and present.

### Necessary Knowledge & Skills

*Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.*

Much of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution of movement of world population; relationships among people, places, and environments; and the concept of religion. Students will analyze how location affects economic activities in different economic systems throughout the world. Students will be able to identify the processes that influence the world's political divisions and they analyze how different points of view affect the development of public policies. Students will compare how components of culture shape the regional characteristics and analyze the impact of technology and human modifications on the physical environment. Students will use problem-solving and decision-making skills to ask and answer essential geographic questions. Knowledge and skills gaps will be addressed using assessment data to tailor instruction to build geography foundational skills.

### Guiding Questions

*include open-ended, succinct, challenging questions that will guide development of this unit.*

What concepts and tools do geographers use to describe where things are and how to interpret the world?  
 How do geographers organize information about the Earth?  
 How do people find cultural traits as a unifying factor?  
 What caused settlement patterns throughout history and how have those changed today?  
 How has the development of commercial agriculture changed settlement patterns throughout the world?  
 How has infrastructure affected settlement patterns and access to resources?  
 Why has North America experienced urban sprawl more rapidly than other nations?  
 How do economists measure a country's level of economic development?  
 Where are major world religions located?

### Texas Essential Knowledge & Skills Alignment

*Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.*

World Geography copied exactly as they are on Texas Education Agency Website.  
 (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.  
 (b) Introduction.  
 (1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the

influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today; and

(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:

(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and

(B) explain how changes in societies have led to diverse uses of physical features.

(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:

(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;

(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and

(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere.

(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:

(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;

- (B) describe different landforms and the physical processes that cause their development; and
- (C) explain the influence of climate on the distribution of biomes in different regions.
- (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:
- (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and
- (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed.
- (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:
- (A) locate and describe human and physical features that influence the size and distribution of settlements; and
- (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.
- (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
- (A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;
- (B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;
- (C) describe trends in world population growth and distribution; and
- (D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.
- (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
- (B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and
- (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.
- (9) Geography. The student understands the concept of region as an area of Earth's surface with related

geographic characteristics. The student is expected to:

(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and

(B) describe different types of regions, including formal, functional, and perceptual regions.

(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:

(A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems;

(B) classify where specific countries fall along the economic spectrum between free enterprise and communism;

(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and

(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.

(11) Economics. The student understands how geography influences economic activities. The student is expected to:

(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);

(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and

(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.

(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:

(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and

(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.

(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:

(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and

(B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.

(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:

(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;

(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and

(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:

(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and

(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;

(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;

(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and

(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.

(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that

make specific regions of the world distinctive;

(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;

(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and

(D) evaluate the experiences and contributions of diverse groups to multicultural societies.

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;

(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;

(C) identify examples of cultures that maintain traditional ways, including traditional economies; and

(D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports.

(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:

(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;

(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and

(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.

(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:

(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and

(B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
- (B) locate places of contemporary geopolitical significance on a map; and
- (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
- (B) generate summaries, generalizations, and thesis statements supported by evidence;
- (C) use geographic terminology correctly;
- (D) use standard grammar, spelling, sentence structure, and punctuation; and
- (E) create original work using proper citations and understanding and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
- (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
- (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**Materials & Resources**

*Identify the materials and resources that will be required for this unit. Indicate who will be providing them.*

The materials and resources that will be used are a variety of rich primary and secondary source materials such as contemporary and historic maps of various types, satellite-produced images, photographs, sketches, graphs, and diagrams. Materials will be provided by Excel Charter High School, except the notebook provided by the student.

**Review**

*If a unit review will be provided, please describe the format and nature of the review.*

Students will be required to use their interactive notebooks as a resource of review for all assessments.

**Next Steps**

*identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum*

We will ensure the continuous growth of the scope and sequence by staying abreast of changes in the TEKS and continuing to implement best instruction practices.



## Lesson Planning Template



Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Example.

**Instructional Strategies-** Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovate learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

**Student Activities-** Describe the Student Activities for reach lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

**Student Assessments-** Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes .

LESSON ONE (1)- <i>instructional Strategies</i>	Talk, Read, Talk, Write strategy gives students the opportunity to read, write critically, and dialogue about the unit in one lesson.
LESSON ONE (1)- <i>Student Activities</i>	Students will jigsaw an article about how infrastructure has affected settlement patterns and access to resources.
LESSON ONE (1)- <i>Student Assessments</i>	Students will complete and open-ended response question. A rubric will be supplied with examples of an acceptable and an unacceptable response.
LESSON TWO (2)- <i>instructional Strategies</i>	Socratic Seminar strategy gives the opportunity to participate in inquiry based reading, create and answer higher level questions, and dialogue with other students regarding the topic.
LESSON TWO (2)- <i>Student Activities</i>	Student will participate in a round table discussion. They will be required to bring at least three higher level (level 3) questions about the reading and respond to at least three questions from other students.
LESSON TWO (2)- <i>Student Assessments</i>	Students will participate in a four corners activity which encourages movement. The four corners will be designated for the students to choose based on his/her response.
LESSON THREE (3)- <i>instructional Strategies</i>	Think, Pair, Share is a strategy designed to provide students with the opportunity to think about a given topic/idea. This enables them to formulate individual ideas and share these ideas with another student
LESSON THREE (3)- <i>Student Activities</i>	The teacher will provide question regarding topics covered. The students will have the opportunity to think, get a partner, and share their ideas.

Roll the Die: at the end of class, each student rolls and briefly answers aloud a question based on the number rolled. The teacher has a list of questions corresponding to each number.

Provide the following:

Promotion and retention requirements for students to the next grade and/or graduation.

If mid-year promotions will be granted, explain the rationale for advancing a student mid-year. Additionally, state the requirements students must meet and the procedures to be followed in order to promote a student to the next grade level at mid-year.

# Excel Charter High School

## PROMOTION AND RETENTION

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70% and successfully complete all assigned coursework. In addition, students will be required to pass state-mandated assessment exams for their grade level.

## GRADUATION

Requirements for a Graduation (currently for students entering 9<sup>th</sup> grade in the 2014-2015 school year and beyond) Foundation Plan

To receive a high school diploma from the Excel Charter High School a student must:

- Complete the required number of credits established by the state and any additional credits required by the ECHS.
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. Academic Advisors will assist students in determining graduation qualifications.

If a student fails to perform satisfactorily on an EOC assessment, ECHS will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.”

Excel Charter High School’s first cohort of 9<sup>th</sup> graders, the class of 2021 will graduate under the Foundation High School Program.

The program contains up to four parts:

- A 22 credit foundation program which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgements that note outstanding achievements

The academic advisor (counselor) can help a student decide which options are best for him or her. A personal education (graduation) plan will be developed for each high school student who is subject to the requirements of the foundation graduation program.

### **Certificates of Coursework Completion**

A certificate of coursework completion will be issued to a high school senior who successfully completes state and local credit requirements for graduation, but fails to perform satisfactorily on the state assessments.

### **STUDENTS WITH DISABILITIES**

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules. A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area.

### **SUMMER SCHOOL**

ECCHS will offer summer school classes (at a cost) designed for students who did not complete all required work for the previous school year and for students who would like to take an additional course toward graduation. (3-year graduates).

Provide the following:

Admissions and enrollment policies, which should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See TEC §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

## **ADMISSIONS and ENROLLMENT POLICY**

Admission and enrollment of students shall be open to persons who reside within the geographic boundaries stated in the open-enrollment charter of Excel Charter High School and who are eligible for admission based on lawful criteria identified in the charter and in law. The total number of students enrolled in ECHS shall not exceed the number of students approved in the charter or subsequent amendments.

When making admissions decisions, ECHS does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

### **Exception to Admission**

As authorized by Texas Education Code § 12.111(6), students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37, may be excluded from enrollment in the School. However, an applicant is not barred from admission based on a criminal record. Each application will be evaluated on a case by case basis.

### **Submission of Applications and Admissions Lottery**

ECHS requires applicants to submit a completed application form in order to be considered for admission. Applications will be accepted from the second Monday in January to the first Monday in April by 5:00 p.m. An admissions lottery will be conducted the Monday following the application deadline if the total number of applicants exceeds the number of open enrollment spots. Each applicant will be assigned a number, and all numbers will be placed in a container and randomly drawn one number at a time by the superintendent or principal. Each applicant whose number is drawn will be offered admission. Notification will be made by telephone, e-mail or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within five business days of a post-marked letter, will result in the forfeiture of his or her position in the application process. If the number of applicants does not exceed the available enrollment spots, notification of admission will be given during the week following the application deadline.

Once all enrollment spots have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the ECHS year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who applied by the application deadline.

### **Exceptions**

Federal guidelines permit ECHS to exempt from the lottery students who are already attending the school; siblings of students already admitted to or attending the school; and children of the school's founders, teachers and staff, so long as the number of these students constitutes only a small percentage of the school's enrollment.

## **STUDENT INFORMATION**

Any student admitted to ECHS must provide records, such as report cards from the previous school attended, to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling at ECHS for the first time must present documentation of immunizations as required by the Texas Department of State Health Services.

No later than 30 days after enrolling in the school, the parent and school district in which the student was previously enrolled shall furnish records that verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

ECHS will forward a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent's consent.

## **RESIDENCY VERIFICATION**

The Texas Education Code authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in ECHS, each student's parent must show proof of residency at the time of enrollment.

Residency may be verified through observation, documentation and other means, to include but not limited to:

- A recently paid rent receipt
- A current lease agreement
- The most recent tax receipt indicating home ownership
- A current utility bill indicating the address and name of the occupiers of the residence
- Building permits issued to a parent on or before September 1 of the ECHS year in which admission is sought as evidence of residency for the ECHS year in which admission is sought

Falsification of residence on an enrollment form is a criminal offense.

## **WITHDRAWAL FROM SCHOOL**

### **Voluntary Withdrawal**

A student under 18 may be withdrawn from school only by a parent or legal guardian. ECHS requests notice from the parent at least three days in advance so that records and documents may be prepared. A parent may obtain a withdrawal form from the principal's office. The principal or other administrator will verify the information on the withdrawal form when the parent arrives to sign withdrawal papers to complete the process. The parent shall also provide the name of the new school in which the student will be enrolled, and must sign the formal withdrawal request to document that the student will continue to be enrolled in a school as required by compulsory attendance laws.

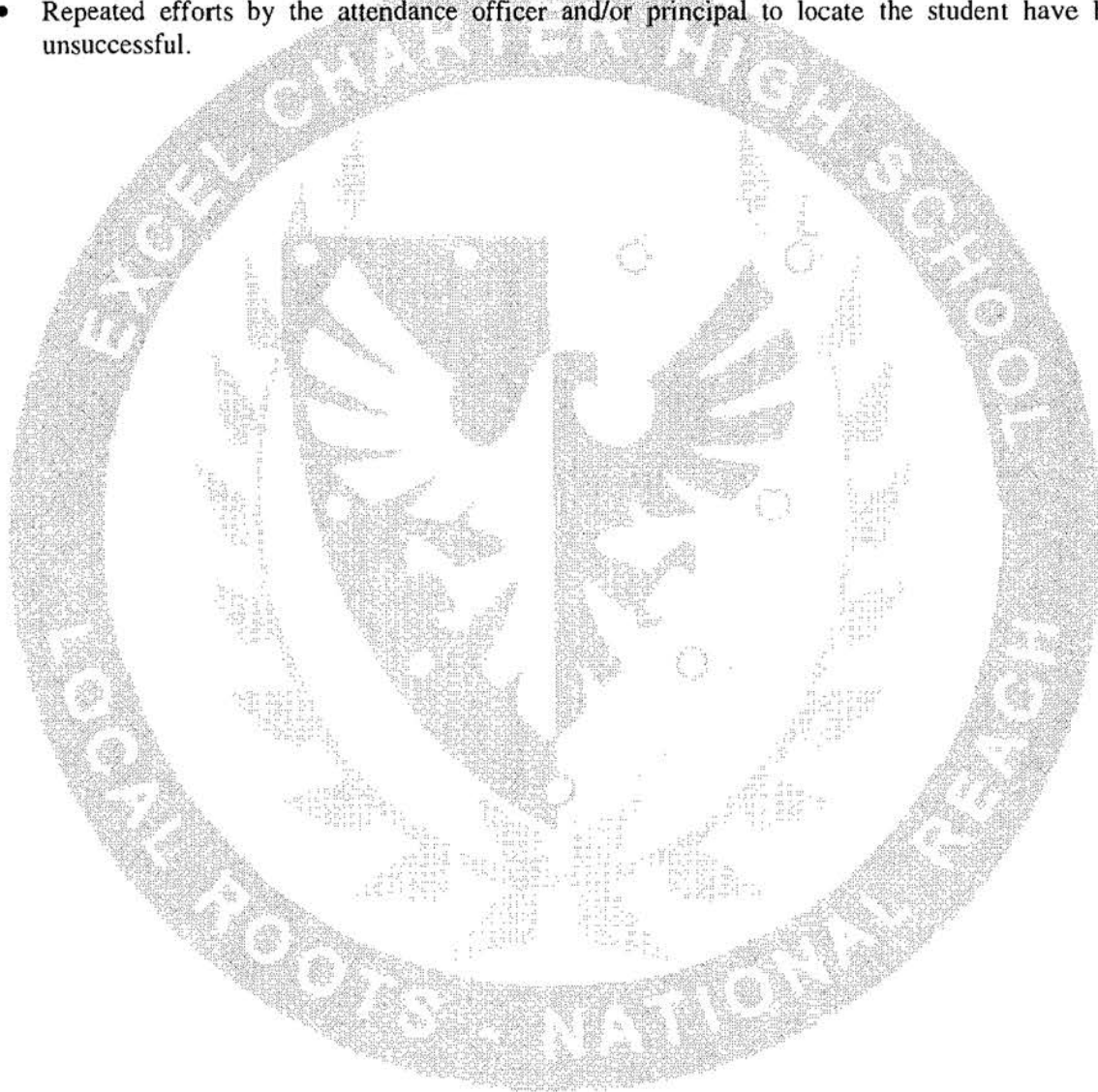
On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the office secretary for health records; last report card and course clearance. A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

## **Involuntary Withdrawal**

ECHS may initiate withdrawal of a student under the age of 18 for nonattendance under the following conditions:

- The student has been absent ten consecutive school days; and
- Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.



Provide the following:

Discipline policy addressing the following:

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

# Student Code of Conduct

## Discipline Policy

One of the primary goals of the ECHS is to establish and maintain a favorable academic atmosphere for students and staff. Effective learning cannot take place in an environment where student behavior interferes with the ability of the teacher to teach effectively, or the ability of other students to participate in classroom learning activities. To foster an orderly and distraction-free environment, ECHS has established this Student Code of Conduct in accordance with state law. This document outlines prohibited behaviors and consequences for such behavior.

In accordance with state law, the Code will be posted in the school office or will be available for review at the office of the Principal. Parents will be notified of any violation that may result in a student being suspended or expelled from the School.

The code of conduct does not define all types and aspects of student behavior, as ECHS may impose additional campus or classroom rules. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. **When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization's expectations, student behavior and consequences.**

Students are expected to abide by the student code of conduct and any other appropriate classroom rules established by the Principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Students are required to comply with the code of conduct during school hours, while traveling to and from school, during school-sponsored activities, and during participation at any school-sponsored function or activity on or off campus.

The School has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on school transportation;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- For any mandatory expulsion offense committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and
- When criminal mischief is committed on or off school property or at a school-related event.

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to an appropriate law enforcement agency.

### STANDARDS FOR STUDENT CONDUCT

Each student is expected to:

- Demonstrate courtesy and respect for others.
- Accept responsibility for his or her actions.

- Attend all classes, regularly and on time.
- Prepare for each class by bringing appropriate materials and assignments to class.
- Be well groomed and dressing appropriately as defined by ECHS's dress and grooming standards.
- Obey all campus, classroom, and extracurricular rules. Respect the rights and privileges of other students, school staff, and other adults on campus or at school-related activities on or off campus.
- Represent ECHS and its student body in a positive manner when participating in school functions and activities on or off campus. Respect the property of others, including school property and facilities.
- Cooperate or assist staff members in maintaining safety, order, and discipline.
- Comply with the Student Code of Conduct.

## **DISCIPLINE MANAGEMENT TECHNIQUES**

In general, discipline will be designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and the effect of the misconduct on the school environment.

The following discipline management techniques may be used – alone or in combination – for misbehavior violating the Code or campus or classroom rules:

- Assignment of school service or community service duties such as scrubbing desks or picking up litter.
- Behavioral contracts.
- Cooling-off time or "time out."
- Counseling by teachers, counselors, or administrative personnel.
- In-school suspension or detention, as specified in the suspension section of the Code.
- Expulsion, as specified in the expulsion section of the Code.
- Grade reductions as permitted by policy
- Out-of-school suspension, as specified in the suspension section of the Code.
- Parent-teacher conferences.
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the School.
- Rewards or demerits.
- School-assessed and school-administered probation.
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction.
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.
- Withdrawal or restriction of bus privileges.
- Other strategies and consequences as specified by the Code.

## OFFENSES AND CONSEQUENCES

### Level I Offenses

The following behaviors are prohibited at all school and school-related activities:

1. Accessing restricted areas – i.e., using classrooms without teacher permission or removing items from a teacher's desk.
2. Cheating or copying the work of another.
3. Computer systems violations, including violations of the Acceptable Use Policy
4. Disobeying conduct rules regarding school transportation.
5. Engaging in offensive conduct of a sexual nature, whether verbal or physical, directed toward another student or any other person.
6. Engaging in threatening behavior toward another student or school employee on or off school property.
7. Failure to attend class or tutorial sessions.
8. Failure to complete assigned homework.
9. Failure to comply with directives of school staff (insubordination).
10. Failure to comply with school dress and grooming code policies.
11. Failure to report harassment or bullying of students.
12. Inappropriate physical contact not defined as a Level II or III offense.
13. Oral or written offensive language directed toward other students or school staff.
14. Parking or vehicle operation infractions.
15. Persistent tardiness.
16. Possessing matches, lighters, etc.
17. Possession of any electronic devices (i.e., MP3 players; iPod, or other video, listening, or entertainment device) during school hours.
18. Posting materials or holding student gatherings without administrative approval.
19. Profanity or obscene gestures directed toward other students.
20. Use any telecommunications or other electronic device during school hours without permission.
21. Use of a skateboard, scooter, and/or roller blades while on school property.
22. Verbal harassment or bullying of students.
23. Verbal or written abuse – i.e., name-calling, racial or ethnic slurs, or derogatory statements – that disrupt the school environment.

### **Disciplinary Consequences (not in order of progressive disciplinary measures)**

- After school detention.
- Application of one or more Discipline Management Techniques
- Confiscation of cell phones or other electronic devices.
- Grade reductions for academic dishonesty.
- In-school suspension.
- Out-of-school suspension
- Removal from the classroom and/or placement in another classroom.
- Restitution/restoration, if applicable.
- School-assessed and school-administered probation.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction.

- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

## **Level II Offenses**

The following behaviors are prohibited at all school and school-related activities:

1. Abusing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event.
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, or gang, as defined by Texas Education Code § 37.121.
3. Causing an individual to act through the use of threat of force (coercion).
4. Engaging in any conduct that constitutes sexual harassment. See "Freedom from Discrimination, Harassment, and Retaliation," page.
5. Engaging in conduct that constitutes dating violence. See "Dating Violence," page.
6. Failure to comply with conditions of in-school suspension placement.
7. Failure to comply with school medication policies. False accusations of conduct that would constitute a misdemeanor or felony.
8. Falsification of school records.
9. Fighting.
10. Gang activity.
11. Interference with school activities or discipline.
12. Leaving a classroom, school property, or school-sponsored events without permission.
13. Making an obscene gesture.
14. Persistent Level I offenses (two or more Level I offenses in any one school year).
15. Physical harassment or bullying of students.
16. Possessing a look-alike weapon (any device designed to appear to be a firearm or other weapon).
17. Possessing ammunition.
18. Possessing drug paraphernalia.
19. Possessing or using fireworks or other explosive devices.
20. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format.
21. Possession of a stun gun, mace, or pepper spray.
22. Refusing to allow student search.
23. Refusing to give a cell phone or other electronic device to school staff upon request.
24. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with students.
25. Use of profanity or vulgar/offensive language.
26. Willful destruction of school property or property belonging to another student or a school employee/volunteer.

## **Disciplinary Consequences**

- Any applicable Level I Disciplinary Consequence.
- Out-of-school suspension for up to five days.

Disciplinary actions may be used individually or in combination for any offense.

### **Level III Offenses**

The following behaviors are prohibited at all school and school-related activities:

1. Aggravated assault.
2. Aggravated kidnapping.
3. Aggravated robbery.
4. Aggravated sexual assault
5. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
6. Arson.
7. Assault.
8. Burglary of a motor vehicle on campus.
9. Capital murder.
10. Commission of a felony offense listed under Title 5, Texas Penal Code.
11. Conduct punishable as a felony.
12. Criminal attempt to commit murder or capital murder.
13. Criminally negligent homicide.
14. Deliberate destruction or tampering with school computer data or networks.
15. False alarm or report.
16. Felony criminal mischief against school property, another student, or school staff.
17. Gambling.
18. Gang activity (violent).
19. Inappropriate sexual conduct.
20. Indecency with a child.
21. Indecent exposure or inappropriate public displays of affection, including kissing, hugging, physical conduct, etc.
22. Issuing a false fire alarm.
23. Manslaughter.
24. Murder.
25. Persistent Level I offenses (four or more Level I offenses committed in any one school year).
26. Persistent Level II offenses (two or more Level II offenses committed in any one school year).
27. Possessing, selling, distributing, or being under the influence of any drug or look-alike substances, drug paraphernalia, non-approved prescription or over-the-counter medication.
28. Possessing, selling, distributing, or being under the influence of alcohol.
29. Possessing, selling, or distributing any tobacco or tobacco products.
30. Public lewdness.
31. Required registration as a sex offender.
32. Setting or attempting to set fire on school property (not arson).
33. Sexual abuse of a young child or children.
34. Sexual assault.
35. Targeting another individual for bodily harm.
36. Theft (stealing property belonging to the school or another person).
37. Use, exhibition, or possession of a firearm, illegal knife, club, or prohibited weapon.
38. Verbal or physical threats or actions against school employees.

### **Disciplinary Consequences**

- Out of school suspension for five–ten days
- Expulsion.

## **CONSEQUENCES**

### **Detention**

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted.

### **After School Detention**

- Students will bring materials to work on. Classroom materials may be sent by a teacher.
- Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
- Sleeping is not permitted.
- Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
- Any student assigned to the detention room must stay the entire time. Students refusing to sit their time will be suspended from school.

### **Suspension**

The school utilizes two kinds of suspension: in school suspension and out of school suspension.

#### **In School Suspension**

The following rules and regulations apply to all students assigned to in school suspension:

- Students must report to the detention room at 4:05 p.m. In school suspension will be run from 7:30 a.m. until dismissal time.
- Students will bring materials to work on. Students are responsible for obtaining assignments from each teacher.
- Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
- Students may not bring food or drink into the detention room.
- No disruptive behavior will be allowed.
- Unexcused absences from suspension will be referred to the Principal.
- Sleeping is prohibited.
- Students must abide by the provisions of this Handbook and the Student Code of Conduct during their suspension period.
- A student who misses a scheduled in school suspension without a confirmed excuse will be assigned one day out of school suspension. The missed in school suspension period will be rescheduled. If a student misses more than one scheduled in school suspension without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Principal for further action, which may include up to three days of out of school suspension or any other Level I consequence.

#### **Out of School Suspension**

The Principal will give notice of suspension and the reasons for the suspension to the student.

## **CONFERENCES, HEARINGS AND APPEALS**

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

### **PROCESS FOR SUSPENSIONS LASTING UP TO FIVE DAYS**

In addition to the above list of Code of Conduct violations, the Principal has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

- The need to further investigate an incident,
- A recommendation to expel the student, or
- An emergency constituting endangerment to health or safety.

#### **Prerequisites to Suspension**

Prior to suspending a student, the Principal or designee must attempt to hold an informal conference with the student to:

- Notify the student of the accusations against him/her,
- Allow the student to relate his or her version of the incident, and
- Determine whether the student's conduct warrants suspension.

#### **Notification to Parents/Guardians**

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal.

#### **Credit during Suspension**

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

### **PROCESS FOR OUT-OF-SCHOOL SUSPENSIONS OVER FIVE DAYS AND EXPULSION**

#### **Notice**

When the Principal or designee determine that a student's conduct warrants suspension for more than five days or expulsion, but prior to taking any expulsion action, the Principal or designee will provide the student's parent(s) with written notice of:

- The reasons for the proposed disciplinary action; and
- The date and location for a hearing before the Principal, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

- May be present;
- Shall have an opportunity to present evidence;
- Shall be apprised and informed of the school's evidence;
- May be accompanied by his or her parent(s); and
- May be represented by an attorney.

### **Hearing before Principal**

The school shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Principal may audio record the hearing.

Immediately following the hearing, the Principal will notify the student and the student's parent(s) in writing of his or her decision. The decision shall specify:

- The length of the suspension or expulsion, if any;
- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
- The right to appeal the Principal's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

### **Appeal to the Board of Directors**

The student or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Principal in writing within seven calendar days of the date of receipt of the Principal's decision. The Board will review the audio or transcribed record from the hearing before the Principal at a specially called meeting. The Board will notify the student and his or her parent(s) of its decision, in writing, within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

### **No Credit Earned**

Except when required by law, students will not earn academic credit during a period of expulsion

### **Emergency Placement and Expulsion**

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Principal or designee may order immediate removal of the student. The Principal or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

## **PLACEMENT OF STUDENTS WITH DISABILITIES**

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

### **Manifestation Determination**

In accordance with the legal requirements ECHS is required to hold a manifestation determination within 10 school days of any decision to change a student's placement as a result of a disciplinary action to determine was the behavior caused by or have a relationship to the student's disability and/or was the behavior a direct result of the school's failure to implement the student's IEP.

### **GUN-FREE SCHOOLS ACT**

In accordance with the Gun-Free Schools Act, the school shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

- Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer;
- Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled

Provide the following:

The code of conduct for the proposed school to address the gun free school statute found in TEC, §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the No Child Left Behind Act (NCLB) Act of 2001 (Public Law 107-110), requires a State receiving NCLB funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have bought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive NCLB funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of NCLB funds.

Senate Bill 11, as enacted by the 84<sup>th</sup> Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC § 37.007.

## Gun-Free School Policy

Any Excel Charter High School student who has brought or possessed a firearm or to school or a school sponsored event will automatically be expelled for a period no less than one year. Excel Charter High School will report annually any expulsions on the campus in order to receive No Child Left Behind (NCLB) funds.

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).

Excel has completed a school startup plan that outlines each task, steps to complete task, and the person responsible, and the date the task will be initiated and completed. Note that some of the tasks will be worked on and completed simultaneously and tasks are not listed by priority. The startup budget indicated that the Superintendent and the CTE Coordinator will work at 10% of their salaries in the start-up year. However, both parties are willing to forego their start-up year salaries if the financial need arises.

Category and Task	Person Responsible	Date to Begin	Completion Date
<b>Admissions and Enrollment</b>			
<b>Task 1: Host an open houses to inform prospective families of the opportunity to attend Excel Charter High School.</b>	Application team		
<b>Action:</b> Post an advertisement in the Galveston Daily News, Send notices to the following organizations: churches, after-school programs, local businesses, community centers, and post flyers door to door in our targeted neighborhoods.	Brandi A. Peterson Melanie Burnett	August 2016	January 2017
<b>Action:</b> Complete final drafts of: admission forms, school brochure with frequently asked questions and student handbook to give at open house.	Brandi A. Peterson Melanie Burnett	August 2016	October 2016
<b>Action:</b> Host open houses.	Application Team	November 2016	January 2017
<b>Task 2: Accept applications for enrollment</b>	Brandi A. Peterson	January 9, 2017	April 3, 2017
<b>Action:</b> If necessary, hold a lottery drawing for admission	Application Team	April 10, 2017	April 10, 2017
<b>Action:</b> Notify students of acceptance to ECHS and the required documents needed for enrollment.	Brandi A. Peterson	April 10, 2017	April 21, 2017
<b>Action:</b> Create a waitlist for applicants in excess of open spots.	Application Team	April 10, 2017	April 21, 2017
<b>Action:</b> Begin accepting students from waitlist if needed.	Brandi A. Peterson	May 1, 2017	May 12, 2017
<b>Facilities</b>			
<b>Task 1: Work with the College of the Mainland facility rental department to finalize the space needed to service our students.</b>	Brandi A. Peterson Melanie Burnett	October 2016	April 2017
<b>Action:</b> Determine how many classrooms, office space, and lecture halls will be needed based on enrollment for year one. (This projection will change as enrollment increases year to year).	Brandi A. Peterson Melanie Burnett	October 2016	April 2017
<b>Action:</b> Rectify scheduling conflicts regarding use of physical education and cafeteria facilities.	Brandi A. Peterson Melanie Burnett	October 2016	April 2017
<b>Action:</b> Finalized contract for facilities with College of the Mainland.	Brandi A. Peterson	October 2016	April 2017
<b>Finance</b>			
<b>Task 1: Finalize a contract with the accounting firm and auditor, and determine who we utilize for banking and payroll services,</b>	Board and Brandi A. Peterson	August 2016	August 2016
<b>Action:</b> Review and finalize contract with accounting firm and auditor.	Board and Brandi A. Peterson	August 2016	August 2016
<b>Action:</b> Compare banking relationship opportunities and choose a bank.	Board and Brandi A. Peterson	August 2016	August 2016
<b>Action:</b> Select company to provide payroll services.	Board and Brandi A. Peterson	August 2016	August 2016

Category and Task	Person Responsible	Date to Begin	Completion Date
<b>Policies and Procedures</b>			
<b>Task 1: Complete all documents related to policies and procedures.</b>	Board and Brandi A. Peterson	August 2016	January 2017
<b>Action:</b> Complete final drafts of human resource documents and prepare application and hiring packets.	Board and Brandi A. Peterson	August 2016	January 2017
<b>Action:</b> Complete final drafts of staff handbook.	Board and Brandi A. Peterson	August 2016	January 2017
<b>Action:</b> Complete final draft of staff professional development calendar.	Board and Brandi A. Peterson	August 2016	January 2017
<b>Action:</b> Complete final draft of school year calendar.	Board and Brandi A. Peterson	August 2016	January 2017
<b>Action:</b> Complete final draft of daily bell schedule.	Brandi A. Peterson	August 2016	January 2017
<b>Action:</b> Complete draft of student forms: discipline, community service, personal education plans, registration, request transcript, college visit, etc.	Board and Brandi A. Peterson	August 2016	January 2017
<b>Human Resources</b>			
<b>Task 1: Accept applications and hire for positions available with Excel Charter High School</b>	Board and Brandi A. Peterson	January 2017	Ongoing
<b>Action:</b> Confirm with company to do background checks on employees.	Board and Brandi A. Peterson	January 2017	February 2017
<b>Action:</b> Begin accepting applications for employment with ECHS.	Board and Brandi A. Peterson	January 2017	Ongoing
<b>Action:</b> Begin the interview process.	Board and Brandi A. Peterson	February 2017	May 2017
<b>Action:</b> Begin hiring process (reference checks, certification check, and background checks).	Board and Brandi A. Peterson	February 2017	May 2017
<b>Action:</b> Offer employment	Brandi A. Peterson	February 2017	May 2017
<b>Action:</b> Complete employee file (insurance, W4, etc.)	Melanie Burnett	February 2017	Ongoing
<b>Board and Administration</b>			
<b>Task 1: Complete draft of the press release to announce approval of Excel Charter High School from Texas Education Agency.</b>	Brandi J. Peterson	September 2017	September 2017
<b>Action:</b> Finalize press release.	Application Team	September 2017	September 2017
<b>Action:</b> Publish press release in Galveston Daily News and send to local news and radio stations that service the community.	Brandi J. Peterson	October 2017	October 2017
<b>Task 2: Order and install technology hardware and software.</b>	Terrance Lawrence	May 2017	July 2017
<b>Action:</b> Order computers and other technology.	Terrance Lawrence	May 2017	May 2017
<b>Action:</b> Have technology installed.	Terrance Lawrence	June 2017	July 2017
<b>Task 3: Finalize and create accounts for various reporting requirements.</b>	Brandi A. Peterson/T. Lawrence		
<b>Action:</b> Finalize agreements with SunGard K-12 Education for student information, human resource, and financial information systems.	Brandi A. Peterson	September 2016	September 2016
<b>Action:</b> Request and create accounts with Texas Education Agency for	Brandi A. Peterson	September 2016	September 2016

EMAT, TEASE, etc.			
<b>Category and Task</b>	<b>Person Responsible</b>	<b>Date to Begin</b>	<b>Completion Date</b>
<b>Task 4: Finalize schedule for trainings for board members and administration.</b>	Yolanda Kirby-Gill	September 2016	April 2017
<b>Action:</b> Finalize schedule for trainings for board members and administration through Region IV education service center and Texas Chart School Association.	Yolanda Kirby-Gill	September 2016	April 2017
<b>Task 5: Visit high performing charter schools to observe best practices.</b>	Application Team	September 2016	Ongoing
<b>Action:</b> Contact high performing charter schools to schedule observations and dialogue about best practices (what works and does not).	Yolanda Kirby-Gill	September 2016	Ongoing
<b>Task 6: Finalize calendar of board meetings.</b>	Yolanda Kirby-Gill	September 2016	September 2016
<b>Action:</b> Review school calendar and coordinate board meetings that do not conflict with major school activities to increase the number of attendees at meetings.	Yolanda Kirby-Gill	September 2016	September 2016
<b>Action:</b> Submit the calendar to school administration	Yolanda Kirby-Gill	September 2016	September 2016
<b>Task 7: Begin the Campus Improvement process.</b>		September 2016	Ongoing
<b>Action:</b> Form a campus improvement committee that includes board member, staff, parents, community members and student representatives.	Application Team	September 2016	Ongoing
<b>Action:</b> Work on the campus improvement plan.	Campus Improvement Comm.	September 2016	Ongoing
<b>Task 8: Create Website</b>	Terrance Lawrence		
<b>Action:</b> Create a website.	Terrance Lawrence	August 2016	September 2016
<b>Action:</b> Manage website.	Terrance Lawrence	August 2016	Ongoing
<b>Curriculum and Office</b>			
<b>Task 1: Finalize the curriculum scope and sequence for each subject.</b>	Application team	August 2016	October 2016
<b>Action:</b> Ensure the scope and sequence is aligned with the TEKS.	Application team	August 2016	October 2016
<b>Task 2: Order textbooks</b>	Juanita Matthews		
<b>Action:</b> Adopt textbooks for subjects.	Application Team	October 2016	January 2017
<b>Action:</b> Order textbooks using our Instructional Material Allotment via Texas Education Agency's EMAT.	Brandi A. Peterson and Juanita Matthews	April 2017	May 2017
<b>Task 3: Finalize and order student and teacher planners</b>	Brandi J. Peterson		
<b>Action:</b> Finalize layout of student and teacher planner	Brandi J. Peterson	June 2017	June 2017
<b>Action:</b> Order (send to print) student and teacher planners	Brandi J. Peterson	June 2017	June 2017
<b>Task 4: Compare and finalize a leasing company for copy machines.</b>	Terrance Lawrence		
<b>Action:</b> Compare figures for copy machines	Terrance Lawrence	January 2017	May 2017
<b>Action:</b> Choose a company and lease copy machines.	Application Team	May 2017	May 2017

<b>Task 5: Order classroom resources and office materials.</b>	Brandi J. Peterson		
<b>Action:</b> Set up accounts with office supply and school supply companies.	Brandi J. Peterson	August 2016	September 2016
<b>Action:</b> Create a list of necessary classroom and office materials.	Brandi J. Peterson	September 2016	October 2016
<b>Category and Task</b>	<b>Person Responsible</b>	<b>Date to Begin</b>	<b>Completion Date</b>
<b>Action:</b> Order supplies.	Brandi J. Peterson	October 2016	Ongoing
<b>Task 6: Finalize class schedules</b>	Brandi A. Peterson & Academic Adv.	April 2017	July 2017
<b>Action:</b> Use enrollment to finalize class schedules.	Brandi A. Peterson	April 2017	July 2017
<b>Task 7: Hold Falcon Camp (Student and Parent Orientation)</b>	Application Team	August 2017	August 2017
<b>Action:</b> Organize the activities for Falcon Camp for incoming freshmen.	Melanie Burnett	April 2017	July 2017
<b>Task 8: Identify students who will require special education services and plan adequately.</b>	Brandi A. Peterson Brandi J. Peterson	April 2017	Ongoing
<b>Action:</b> Plan for special education services.	Brandi A. and J. Peterson	Ongoing	Ongoing
<b>Task 9: Sign an agreement with College of the Mainland regarding Career and Technology courses and Dual Credit courses.</b>	Brandi A. Peterson	September 2016	October 2016
<b>Action:</b> Complete and sign the services agreement with COM.	Brandi A. Peterson	September 2016	October 2016
<b>Other: Uniforms, Community Awareness, ETC.</b>			
<b>Task 1: Design and select a vendor to produce ECHS polo uniform shirts, spirit t-shirts, and blazers.</b>	Tamlyn Martin		
<b>Action:</b> Design polo style shirt with embroidery to wear as school dress code.	Tamlyn Martin	October 2016	December 2016
<b>Action:</b> Design 2 spirit shirts to sell as fundraiser.	Tamlyn Martin	October 2016	December 2016
<b>Action:</b> Select a vendor to produce the dress code items.	Application Team	October 2016	December 2016
<b>Action:</b> Select a vendor to purchase blazers from.	Application Team	October 2016	December 2016
<b>Action:</b> Select a vendor to create an embroidered version of our school logo to stitch on blazer.	Application Team	October 2016	December 2016
<b>Action:</b> Accept orders for dress code items.	Tamlyn Martin	January 2017	Ongoing
<b>Action:</b> Order dress code items.	Tamlyn Martin	January 2017	Ongoing
<b>Task 2: Contact resources that have agreed to volunteer time or donate money.</b>	Yolanda Kirby-Gill and Tamlyn Martin	August 2016	Ongoing
<b>Action:</b> Contact resources to develop a plan to implement how they can best volunteer their services and/or create a donation schedule.	Yolanda Kirby-Gill and Tamlyn Martin	August 2016	Ongoing
<b>Task 3: Fundraise</b>	Application Team and ECHS		
<b>Action:</b> Finalize a fundraising plan and schedule.	Application Team	August 2016	September 2016
<b>Action:</b> Continue to seek fundraising solutions.	Application Team and ECHS staff		Ongoing
<b>Task 4: Develop processes for athletics and clubs.</b>	Application Team		
<b>Action:</b> Have students sign up for interest in athletics and clubs via app	ECHS staff	January 2017	April 2017
<b>Action:</b> Determine sponsors for athletic teams and clubs.	Admin Team	April 2017	May 2017

<b>Action:</b> Hold tryouts if needed for spots on teams.	Team/Club sponsors	May 2017	June 2017
<b>Action:</b> Contact other schools to be put on calendar for competition in athletics and other events.	Team/Club sponsors	May 2017	June 2017
<b>Action:</b> Create a calendar for athletics and clubs.	Team/Club sponsors & Brandi A. P.	April 2017	June 2017
<b>Category and Task</b>	<b>Person Responsible</b>	<b>Date to Begin</b>	<b>Completion Date</b>
<b>Task 5: Once school is operational, hold an open house to display our success.</b>	Application team, ECHS students, staff, parents		
<b>Action:</b> Plan open house.	ECHS Admin/Staff	September 2017	October 2017
<b>Action:</b> Host open house.	Application team, ECHS staff	October 2017	October 2017

**Financial fraud and theft prevention:** All employees must comply with applicable state and federal law, board policy. Furthermore, a board member or an Excel Charter High School employee cannot be compelled by a school official to violate a law, Board policy, or school policy. Employees shall not perpetrate, engage in, or otherwise facilitate the act of committing fraud and theft. Employees are responsible for immediately reporting known or suspected incidents of fraud, including theft and misappropriation of school assets, to either the Superintendent or the Principal. In the case that campus administration is suspected of fraud or theft, the Board of Directors should be notified immediately. Any employee who has knowledge of fraud or theft of school assets by any person or organization, including another employee, and does not report it to school officials may be subject to disciplinary action, up to and including termination of employment.

Provide the following:

A detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support or pledge letters from parents or other sources.

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

## Budget Narrative

Excel Charter High School's proposed budget is as follows:

Revenue: Excel's revenue for the first five years is based on state funds for our average daily attendance (ADA) at 80% for 150 students per grade level in the 9<sup>th</sup>-12<sup>th</sup> grades. Our revenues will increase each year in the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> years as our enrollment increases. We have also factored in fundraising of \$25,000 in the first year with that amount increasing by ten percent each year that enrollment increases the first four years. We do anticipate applying for federal and state grants, however we have not factored this funding into our budget.

Expenses: The average salary is \$47,777 inclusive of all of our employees. Our contracted services include accounting, auditing, legal, payroll, and special education services. Special education services include contractors for dyslexia, speech therapy, and other services as needed. The depreciation and amortization is \$25,000 with a ten percent increase each year. In the first five years the only depreciation that was factored in is technology because we plan to lease from College of the Mainland, using their equipment. However, the budget may be adjusted if we need to explore other facility options.

Excel Charter does not plan on securing any loans. We plan to fundraise and pool our personal assets so we will not get into debt. This may sound overzealous, however the entire applicant team is fully committed to raising all of the funds needed to open Excel Charter High School.

Additionally, we have budgeted for the following contracted services:

Payroll services: \$6,000

Auditing and Accounting: \$15,000

Legal Services: \$5,000

Special Education Services: \$20,000

Nursing Services: \$3,000

### Net Operating Income:

Year 1	Year 2	Year 3	Year 4	Year 5
274,862	998,199	1,639,156	2,329,505	2,265,715

The budget narrative above is consistent with our financial workbook.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

**Hard Copy** — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

**AND**

**Electronic Submission**—The entire Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,600 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: If using a school district or other charter school as a baseline for supplemental HR forms, make sure the ISD or charter used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 18 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

**FINANCIAL PLAN WORKBOOK SUMMARY**

**Excel Charter High School**

	Year 0 (Start-Up) 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
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**REVENUE**

Total State Revenue		\$ 1,160,267	\$ 2,320,533	\$ 3,480,800	\$ 4,629,463	\$ 4,629,463
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 100,000	\$ 25,000	\$ 27,500	\$ 30,250	\$ 33,275	\$ 36,603
<b>TOTAL REVENUE</b>	\$ 100,000	\$ 1,185,267	\$ 2,348,033	\$ 3,511,050	\$ 4,662,738	\$ 4,666,066

**EXPENSES**

Total Administrative Staff Personnel Costs	\$ 12,800	\$ 200,000	\$ 270,300	\$ 392,231	\$ 495,584	\$ 505,496
Total Instructional Personnel Costs	\$ 6,000	\$ 298,000	\$ 467,160	\$ 640,886	\$ 713,132	\$ 731,724
Total Non-Instructional Personnel Costs	\$ -	\$ 32,000	\$ 47,940	\$ 106,121	\$ 219,670	\$ 224,063
Total Payroll Taxes and Benefits	\$ -	\$ 54,855	\$ 81,289	\$ 117,911	\$ 147,838	\$ 151,243
<b>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</b>	\$ 18,800	\$ 584,855	\$ 866,689	\$ 1,257,149	\$ 1,576,224	\$ 1,612,526
Total Contracted Services	\$ 2,500	\$ 49,000	\$ 50,000	\$ 48,041	\$ 49,125	\$ 50,253
Total School Operations	\$ 59,000	\$ 146,550	\$ 242,146	\$ 338,603	\$ 435,375	\$ 437,811
Total Facilities Operations and Maintenance	\$ -	\$ 130,000	\$ 191,000	\$ 228,100	\$ 272,510	\$ 299,761
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 80,300	\$ 910,405	\$ 1,349,834	\$ 1,871,893	\$ 2,333,233	\$ 2,400,351

<b>NET OPERATING INCOME (before depreciation)</b>	\$ 19,700	\$ 274,862	\$ 998,199	\$ 1,639,156	\$ 2,329,505	\$ 2,265,715
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**STUDENT ENROLLMENT**

Projected Student Enrollment		150	300	450	600	600
Revenue Per Pupil		\$ 7,902	\$ 7,827	\$ 7,802	\$ 7,771	\$ 7,777
Expenses Per Pupil		\$ 6,069	\$ 4,499	\$ 4,160	\$ 3,889	\$ 4,001

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Provide the following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

**Statements of Net Assets**  
As of October 17, 2015

<u>Assets</u>	<u>2015</u>
Cash and cash equivalents	\$2500.00
Trade and other receivables	\$0
Other Financial assets	\$0
Inventory	\$1000.00
Other assets	\$0
<b>Total Assets</b>	<b>\$3500.00</b>
<u>Liabilities</u>	
Trade payables	\$0
Interest payable	\$0
Income taxes payable	\$0
Long-term debt	\$0
<b>Total liabilities</b>	<b>\$0</b>
<u>Shareholders' equity</u>	
Share capital	\$0
Retained earnings	\$0
<b>Total shareholders' equity</b>	<b>\$0</b>
<b>Total equity and liabilities</b>	<b>\$0</b>



Progressive Education Project  
2925 Gulf Freeway South Suite B-331  
League City, Texas 77573

Page inserted in response  
to completeness review.

<u>Assets</u>	<u>Amount in Dollars</u>
Cash - checking accounts	\$ 2,500
Cash - savings accounts	-
Certificates of deposit	-
Notes & contracts receivable	-
Real estate (market value)	-
Other assets - Inventory	1,000
Other assets (specify)	-
<b>Total Assets</b>	<b>\$ 3,500</b>

<u>Liabilities</u>	<u>Amount in Dollars</u>
Current Debt	\$ -
Notes payable (describe below)	-
Taxes payable	-
Real estate mortgages (describe)	-
Long Term liabilities (specify)	-
Other liabilities (specify)	-
<b>Total Liabilities</b>	<b>\$ -</b>

<b>Net Worth</b>	<b>\$ 3,500</b>
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# Progressive Education Project

## Statement of Financial Activities

April 2014 through December 3, 2015

Progressive Education Project incorporated as a non-profit April 2014

	<u>2013</u>	<u>2014</u>
<b>Income and endowments:</b>		
Donations	n/a	\$3,500.00
Earned from charitable activities	n/a	0
Earned from other activities	n/a	0
Investment and other income	n/a	0
Total:	n/a	\$3,500.00
<b>Expenditure:</b>		
Cost of raising funds	n/a	0
Expenditure on charitable events	n/a	0
Other expenditure	n/a	0
Total:	n/a	0
<b>Net incoming resources:</b>	n/a	\$3,500.00
<b>Total funds carried forward:</b>	n/a	\$3,500.00

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2014, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2014, you are not required to provide a credit report and may instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2014."

Progressive Education Project  
2925 Gulf Freeway South  
Suite B-331  
League City, Texas 77573

No documents are being provided because Progressive Education Project was incorporated after January 1, 2014.

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

Progressive Education Project  
2925 Gulf Freeway South  
Suite B-331  
League City, Texas 77573

## 990-EZ

Progressive Education Project's first 990-EZ form is not due to be filed to the IRS until May 16, 2016.

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."



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October 21, 2015

Texas Education Agency  
Charter School Division

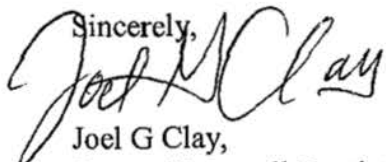
Regarding: Charter School Application for Excel Charter High School

We the body, official staff and membership of Hopewell Baptist Church write in support of Excel Charter High School's application to TEA. As parents and community leaders we feel that this institution will benefit our community as a whole. The mission of the charter school is to present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, student cohorts, and the charter school as a whole including valid and reliable measures of student outcomes.

The community right now unfortunately does not have a lot of choices when it comes to alternative schools and learning institutions. Excel Charter High School will offer families an alternative to another source of education. The school also plans to build and maintain family-school partnerships that focus on strengthening support for student learning, improving communication, and encouraging parental involvement in school operations.

At Excel, our children's education will be tailored to the needs of the students in our community and their vision is aligned with our community needs. We are in support and welcome this new school in our community. We are looking forward to revitalization efforts that the charter school bring to our area. We will be supporting Excel's endeavor in whatever way possible because our children are tomorrow's future. We have a large percentage of youth that make up the community that are part of our membership here at Hopewell. Not only will this be an opportunity for a new and strong educational choice, but employment opportunities as well via Excel's proposed career and technology programs.

As community leaders in the area our church plays a role in the welfare of our children when it comes to their educational advancement. It takes a village to raise strong, confident and educated- well rounded youth and as a church leader and advocate for youth, I strongly support and ask that you will consider Excel Charter High School for approval to operate a student-centered high school charter campus. Once again, we wholeheartedly support Excel's Charter High School's application to TEA to open a high school in the Texas City, La Marque area.

Sincerely,  
  
Joel G Clay,  
Pastor, Hopewell Baptist Church

Jerronda Harrison-Taylor  
5805 Norton  
Texas City, Texas 77591  
409-682-6374

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October 15, 2015

Mrs. Yolanda Kirby-Gill  
President- Progressive Education Project  
2925 Gulf Freeway South  
Suite B-331  
League City, Texas 77573

Re: Letter of support to Texas Education Agency for Excel Charter High School

Dear Mrs. Kirby-Gill,

My family whole-heartedly offers support for Excel Charter High School. I am a believer in school choice, especially with the direction that our local schools are headed in. Currently, my son is attending Mainland Preparatory Academy and my concern has always been what to do when he completes the 8<sup>th</sup> grade next year. There are few options for the children of our community to receive an education where they are supported in every aspect of their development into young adults and I feel Excel Charter High School's mission and vision is aligned to the level of support that I want offered to my child. Additionally, by having a cap on enrollment per grade level ensures that my son will have a more personal educational experience. I applaud your team's efforts to bring this charter school into fruition and my family is available to volunteer as you need us. If Excel Charter High School is approved, my son will be among the first to submit an application for admission.

Sincerely,



Jerronda Harrison-Taylor  
Community/Parent Supporter

Provide the following:

A description of the facility to be used including location, size, and amenities. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to meet applicable city, county, or other local municipality planning review procedures. Describe the basic facility requirements for accommodating the school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

\*\*\*\*\*

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

## Proposed Facility Description

Our first choice is College of the Mainland. College of the Mainland is a community college in the area that has available space to lease out. This is our first choice because our students will be enrolling in career and technology education courses there as well as dual credit courses. However, we are exploring other potential places for a suitable facility. Currently we are working to identify vacant school buildings and community centers in our area that do not need extensive repairs. There are several recently vacant school buildings in the community. We are open to many locations within La Marque/Texas City and there are an abundance of available empty buildings to choose. We have contacted several agents regarding those spaces and are awaiting a response as to cost and build out suitable for a school campus. Upon approval by TEA, We will begin to identify specific facilities and make a final decision based on a description of our campus needs, funding and inspection reports. If it is necessary to make renovations or additions to the facility, we will submit those plans to TEA to be reviewed. If we agree to leasing terms with the College of the Mainland, we can add additional facility space as needed annually. However, if we have to find another facility, we will make a decision based on our maximum capacity.

We do have a property option that we are exploring in La Marque, Texas. The property is located at 714 Highway 3. This property is ideal as well because it is located directly in the community we plan to service. There is a total of 42,500 square feet available which makes it ideal for a multitude of floorplan options and as our campus grows we have options to expand as needed. It is currently listed for sale, however they are willing to lease as well. The facility includes the following features: 3.35 acres of paved concrete available for parking, sprinklered, and convenient access to Interstate 45 and Highway 3. The logistics in terms of build out are still being mapped out as well. The facility will be suitable for our proposed charter school because there is enough square feet to build out the floor plan to our campus needs. We will review guidelines for facilities to be in compliant with the American with Disabilities Act and plan accordingly. If Excel is awarded approval of a charter we will aggressively fundraise to build the capital needed to acquire our facility.



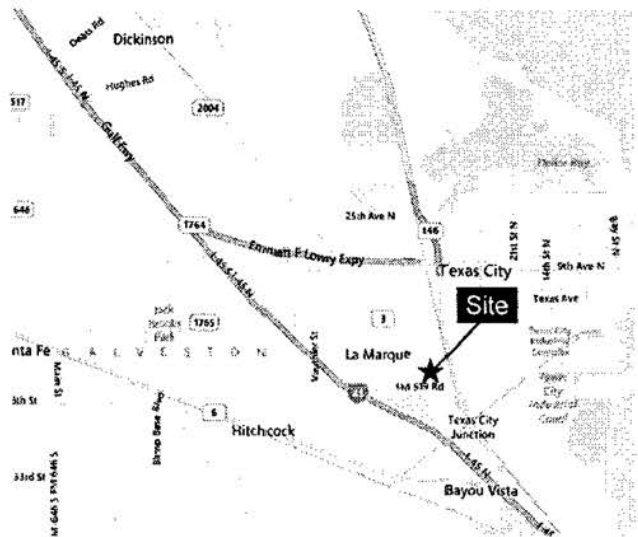
# FOR SALE ±42,500 SF

714 Highway 3 (Old Galveston Rd.) | La Marque, Texas 77568



### Site Features:

- +42,500 SF For Sale
- ±3.35 acres paved
- 20' clear
- Heavy concrete parking
- Concrete tilt wall construction
- Ample power
- Good access to I-45 South and Hwy 3
- Sprinklered
- Dock-high and grade level loading
- **Sale Price: \$850,000**



For further information, contact:

Ryan Fuselier  
 Senior Vice President  
 T 1 713 888 4032  
 ryan.fuselier@am.jll.com

Jeff Venghaus, SIOR  
 Executive Vice President  
 T 1 713 888 4026  
 jeff.venghaus@am.jll.com

Leah Miller  
 Dispositions Coordinator  
 T 1 713 888 4066  
 leah.miller@am.jll.com

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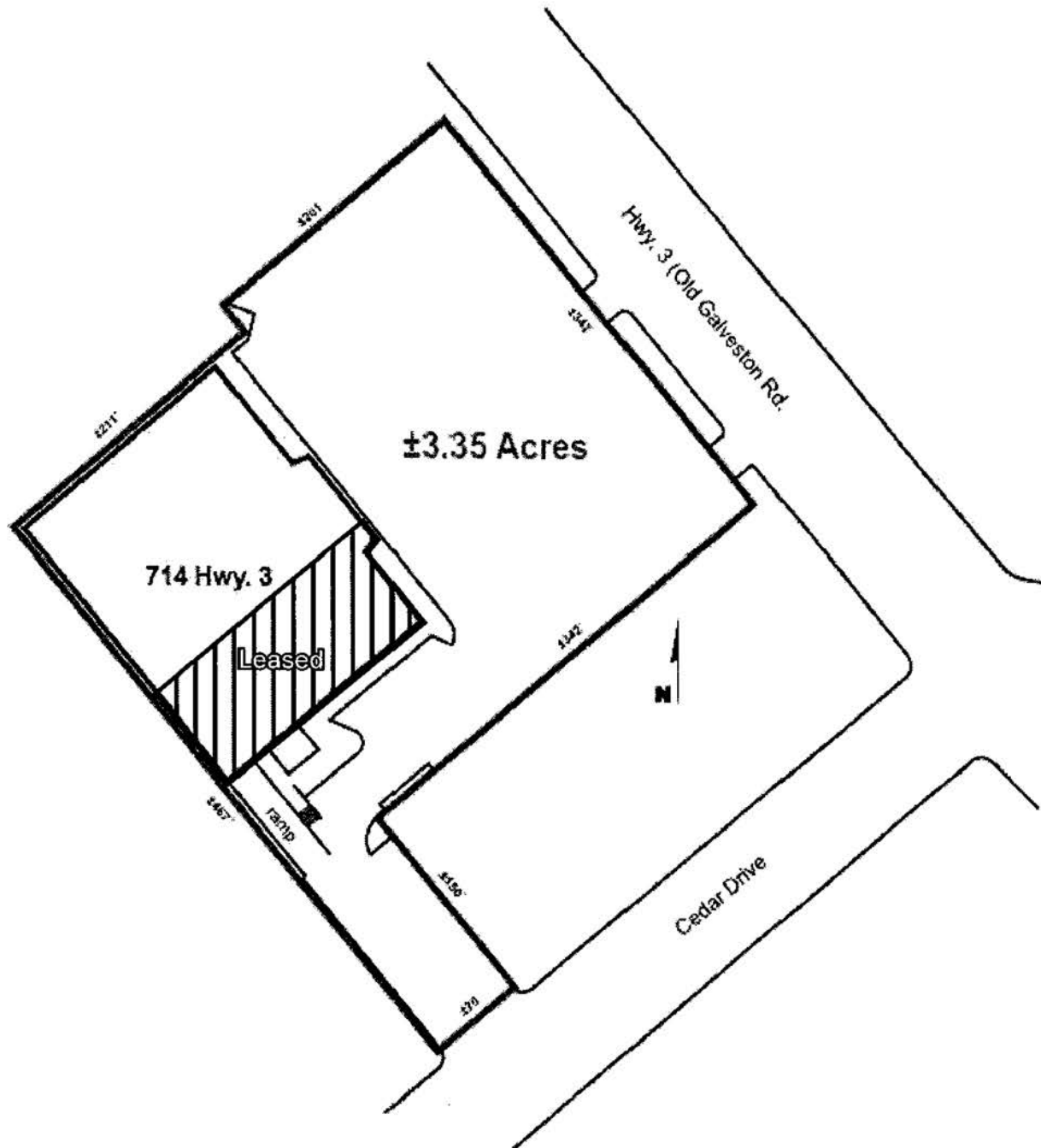
1400 Post Oak Boulevard,  
 Suite 1100  
 Houston, Texas 77056

The information contained herein is obtained from sources believed to be reliable. However, Jones Lang LaSalle makes no guarantees, warranties or representations as to the completeness or accuracy thereof. The presentation of this property is submitted subject to errors, omissions, change of price or conditions, and is subject to prior sale, lease or withdrawal without notice.



# FOR SALE ±42,500 SF

714 Highway 3 (Old Galveston Rd.) | La Marque, Texas 77568



For further information, contact:

Ryan Fuselier  
 Senior Vice President  
 T 1 713 888 4032  
 ryan.fuselier@amjll.com

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 jeff.venghaus@amjll.com

Leah Miller  
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 T 1 713 888 4066  
 leah.miller@amjll.com

P-112



1400 Post Oak Boulevard,  
 Suite 1100  
 Houston, Texas 77056

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**Provide the following:**

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

\*\*\*\*\*

**Note:** Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 15, 2016, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

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

DEPARTMENT OF THE TREASURY

Date: OCT 05 2015

PROGRESSIVE EDUCATION PROJECT  
7822 LEANING OAK DRIVE  
TEXAS CITY, TX 77591-0000

Employer Identification Number:  
47-3639690  
DLN:  
26053671006245  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
509(a)(2)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
April 8, 2015  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

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

Letter 5436

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Sincerely,

A handwritten signature in black ink, appearing to read 'J. Cooper', written in a cursive style.

Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

Provide the following:

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



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Progressive Education Project  
File Number: 802191220

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

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

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

Dated: 04/08/2015

Effective: 04/09/2015



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

Carlos Cascos  
Secretary of State

Form 202

Secretary of State  
P.O. Box 13697  
Austin, TX 78711-3697  
FAX: 512/463-5709

Filing Fee: \$25



**Certificate of Formation  
Nonprofit Corporation**

Filed in the Office of the  
Secretary of State of Texas  
Filing #: 802191220 04/08/2015  
Document #: 600492280002  
Image Generated Electronically  
for Web Filing

**Article 1 - Corporate Name**

The filing entity formed is a nonprofit corporation. The name of the entity is :

**Progressive Education Project**

**Article 2 – Registered Agent and Registered Office**

A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

Name:

**Brandi A Peterson**

C. The business address of the registered agent and the registered office address is:

Street Address:

**7822 Leaning Oak Drive Texas City TX 77591**

**Consent of Registered Agent**

A. A copy of the consent of registered agent is attached.

OR

B. The consent of the registered agent is maintained by the entity.

**Article 3 - Management**

A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Juanita Matthews**

Title: **Director**

Address: **8000 Creekbend Drive #801 Houston TX, USA 77071**

Director 2: **Brandi A Peterson**

Title: **Director**

Address: **7822 Leaning Oak Drive #60 Texas City TX, USA 77591**

Director 3: **Yolanda Kirby-Gill**

Title: **Director**

Address: **6666 Chimney Rock #60 Houston TX, USA 77081**

**Article 4 - Organization Structure**

A. The corporation will have members.

OR

B. The corporation will not have members.

**Article 5 - Purpose**

The corporation is organized for the following purpose or purposes:

**The purposes for which the Corporation is organized and operated are to engage exclusively in such religious, charitable, scientific, literary and educational activities as may qualify it for exemption from federal income tax under Section**

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**501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law (the "Code"). The Corporation shall be empowered to exercise all power and authority granted to it under the Act, or otherwise, in order to further the accomplishment of the foregoing purposes.**

**Supplemental Provisions / Information**

[The attached addendum, if any, is incorporated herein by reference.]

**Effectiveness of Filing**

A. This document becomes effective when the document is filed by the secretary of state.

**OR**

B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is: **April 9, 2015**

**Organizer**

The name and address of the organizer are set forth below.

**Brandi Adams Peterson      7822 Leaning Oak Drive, Texas City, Texas 77591**

**Execution**

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

**Brandi Adams Peterson**

Signature of organizer.

FILING OFFICE COPY

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Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

**BYLAWS  
OF  
PROGRESSIVE EDUCATION PROJECT**

The name of the organization is Progressive Education Project. The organization is organized in accordance with the as amended. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization. This organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office. The organization is organized exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

**ARTICLE I  
MEETINGS**

**Section 1. Annual Meeting.** An annual meeting shall be held once each calendar year for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

**Section 2. Special Meetings.** Special meetings maybe be requested by the President or the Board of Directors.

**Section 3. Notice.** Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least 10 days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

**Section 4. Place of Meeting.** Meetings shall be held at the organization's principal place of business unless otherwise stated in the notice.

**Section 5. Quorum.** A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors

present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

**Section 6. Informal Action.** Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, setting forth the action so taken, is signed by the directors with respect to the subject matter of the vote.

## **ARTICLE II DIRECTORS**

**Section 1. Number of Directors.** The organization shall be managed by a Board of Directors consisting of 7 director(s).

**Section 2. Election and Term of Office.** The directors shall be elected at the annual meeting. Each director shall serve a term of 2 year(s), or until a successor has been elected and qualified.

**Section 3. Quorum.** A majority of directors shall constitute a quorum.

**Section 4. Adverse Interest.** In the determination of a quorum of the directors, or in voting, the disclosed adverse interest of a director shall not disqualify the director or invalidate his or her vote.

**Section 5. Regular Meeting.** The Board of Directors shall meet immediately after the election for the purpose of electing its new officers, appointing new committee chairpersons and for transacting such other business as may be deemed appropriate. The Board of Directors may provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution.

**Section 6. Special Meeting.** Special meetings may be requested by the President, Vice-President, Secretary, or any two directors by providing five days' written notice by ordinary United States mail, effective when mailed. Minutes of the meeting shall be sent to the Board of Directors within two weeks after the meeting.

**Section 7. Procedures.** The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these by-laws for a particular resolution. A director of the organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records.

**Section 8. Informal Action.** Any action required to be taken at a meeting of directors, or any action which may be taken at a meeting of directors or of a committee of directors, may be taken

without a meeting if a consent in writing setting forth the action so taken, is signed by all of the directors or all of the members of the committee of directors, as the case may be.

**Section 9. Removal / Vacancies.** A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

**Section 10. Committees.** To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

### ARTICLE III OFFICERS

**Section 1. Number of Officers.** The officers of the organization shall be a President, one or more Vice-Presidents (as determined by the Board of Directors), a Treasurer, and a Secretary. Two or more offices may be held by one person. The President may not serve concurrently as a Vice President.

- a. President/Chairman.** The President shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board.
- b. Vice President.** The Vice President shall perform the duties of the President in the absence of the President and shall assist that office in the discharge of its leadership duties.
- c. Secretary.** The Secretary shall give notice of all meetings of the Board of Directors and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings.
- d. Treasurer/CFO.** The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Directors and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee.

**Section 2. Election and Term of Office.** The officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors, immediately following the annual meeting. Each officer shall serve a one year term or until a successor has been elected and qualified.

**Section 3. Removal or Vacancy.** The Board of Directors shall have the power to remove an officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Directors.

#### **ARTICLE IV CORPORATE SEAL, EXECUTION OF INSTRUMENTS**

The organization shall not have a corporate seal. All instruments that are executed on behalf of the organization which are acknowledged and which affect an interest in real estate shall be executed by the President or any Vice-President and the Secretary or Treasurer. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the President or any Vice-President. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

#### **ARTICLE V AMENDMENT TO BYLAWS**

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

#### **ARTICLE VI INDEMNIFICATION**

Any director or officer who is involved in litigation by reason of his or her position as a director or officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the organization to provide broader indemnification rights).

#### **ARTICLE VII DISSOLUTION**

The organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than two-thirds (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows:

All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or

otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

### **Certification**

Brandi Adams Peterson, President of Progressive Education Project, Juanita Matthews, Vice President, and Yolanda Kirby-Gill, Secretary of Progressive Education Project certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the initial Board of Directors on April 07, 2015.

This Non-Profit Bylaws is executed and agreed to by:

Brandi Adams Peterson

Juanita Matthews

Yolanda Kirby-Gill

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school:

Name of sponsoring entity:

### BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes     No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

A charter school is a public school that provides an additional option for parents when it comes to their child's education. They follow a curriculum that is driven by a particular educational philosophy or by a specialized field of instruction.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of my role is to set policies for the school, the budget, school calendar, record keeping board meetings, and working the staff/community. Ethical and high integrity in their own jobs and lives. Remembering to thank you and calling out what's right. Role modeling for your expectations of your own management team. Do your prep, show up, be fully engaged, be brilliant/transparent/critical/constructive and creative.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have experience working in leadership positions at various charter and private schools. I believe you have to have to be strong socially. Keeping in communication with the administrators, staff, and community. You have to be fair and make right decisions for the betterment of the school. To better educate more children who attend low-income schools. To help the public better understand what goes on in many classrooms graded 'D' and 'F'.

4. Describe the specific knowledge and experience that you would bring to the board.

I have over five years' experience working with charter schools. I have also attended the charter school conference the past three years with my colleagues to become more familiar with charter school policies. I will be in agreement with the mission, educational philosophy, discipline policy and administrative structure of the charter and read the chartering documents. Strategic planning charts a course for reaching goals and evaluating progress.

## SCHOOL MISSION AND PROGRAM

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

I know the mission of Excel Charter High School is to foster a learning community conducive to preparing every student for success in college and career. It doesn't matter where a student's starting point is, each student's end will be success. By forming partnerships with families, community businesses and colleges and universities, we will develop support systems that monitor the growth and success of each of our students holistically.

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

Our proposed plan of education is college and career readiness. We want to create a learning community conducive to preparing every student for success in college and career.

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

I believe what makes a school successful is attitude of the office staff, attitude of the principal, new teachers come into a school fired up to teach and innovate. Many of them truly believe that they can make a difference. Student-centered attitude with core values, a mentoring program, departmental politics kept to minimum, faculty is empowered and involved.

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

I will know the mission is successful by students committing to returning to the school for the next school. The community/ parent feedback about Excel Charter High School. The student enthusiasm for the need to attend college or a trade for the advancement of their future.

## GOVERNANCE

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

The board make policies, adopt budget, approve all professional development, and approve all staff. Also, the board will ensure the school is making all decisions aligned with the mission of the school.

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

I will know how successful the school is by the improvement plan. At the beginning of the school year the students will have a placement test. Throughout and by the end of the school year the students will have academic exams to determine their growth. I will because the students should show growth at the end of the school year. After the first year of operation, the school will have a better idea of focus areas for years 2-4 and will be establishing the 10th grade.

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

I will know by the end of four years researching the dropout rate and the amount of students who attend college and trade schools. After four years, the school will be a primary school in LaMarque education system and a model for all schools in the area. The school will continue at full capacity and look to add more 10th, 11th, and 12th grade classrooms to meet the demand.

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

The school board should be actively involved with the school, parents, and community. Making precise decisions to ensure the success of the students. They should promote the school through campaigning such as professional mixer connections and town hall meetings. The next step would be to create a team of teachers who are committed to our mission and provide professional development for them. The financial team would need to write grant proposals.

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

I would bring the situation in front of the board after speaking with the individual or those individuals then we would, as a board we would hold a meeting to address those board members and if they are still acting unethically we will have to vote as a board to remove those members.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes       No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Brandi A. Peterson, currently on the board will be resigning once the school is approved because she will be acting as Superintendent. We grew up together and attended school together.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes       No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Brandi J. Peterson, Brandi A. Peterson, Juanita Matthews, Melanie Burnett, and myself all work in public education currently.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes       No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

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

- Yes       Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

N/A

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

N/A

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

Academy of Accelerated Learning – Belfort  
6711 Belfort Street  
Houston, Texas 77087  
Phone: 713-645-0036  
PE teacher 2003-2005  
Academy of Accelerated Learning - Chimney Rock  
6025 Chimney Rock Rd.  
Houston, Texas 77081

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

Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

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

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

N/A

**CERTIFICATION**

I, Michael Martin, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Michael Martin Date 10-30-2015

**Verification**

State of Texas

County of Galveston

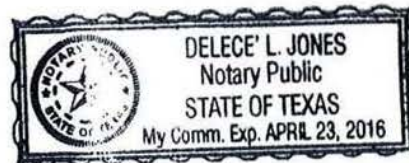
On this day, Michael Martin (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 30<sup>th</sup> day of October, 2015.

(Notary Public) Delece L. Jones

(Seal)

My commission expires April 23, 2016



Name of proposed charter school:

Name of sponsoring entity:

**BACKGROUND**

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes     No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

I chose to serve on the board of the proposed charter school due to the decline in the quality of education in the community where this organization will be established. I know that I can help with vision and mission of this school with my ten years of experience in education.

2. What is your understanding of the appropriate role of a public charter school board member?

My role of a board member is to vote on important issues that the community may have concerns, budget, and other high priority items pertaining to student achievement. I am also responsible for the approval & termination of teacher contracts to name a few high priority duties.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not had any previous board experience. As a male educator with 3 different certifications, I have been on the front line of education in the classroom. I have Career & Technical education certifications enabling me to teach students some skills needed for the workforce and consult with Excel regarding their career and technology course offerings.

4. Describe the specific knowledge and experience that you would bring to the board.

I have ten years of experience in education. Additionally, I have Career & Technical education certifications enabling me to teach students some skills needed for the workforce and consult with Excel regarding their career and technology course offerings.

## SCHOOL MISSION AND PROGRAM

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

The school's mission is to guide students towards being prepared for college or career upon graduation from high school.

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

Our proposed plan of education is college and career readiness.

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

I believe that components of a successful school include clear expectations, open communication, effective fiscal budgeting, and hiring staff that is well-qualified to meet the diverse needs of the students it serves.

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

I will know that the school is succeeding in its mission if 100% of the graduates transition into a career or matriculate in a college.

## GOVERNANCE

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

The board make policies, adopt a sound budget, approve professional development, and approve the hiring practices. Additionally, the board will ensure the school is making all decisions aligned with the mission of the school.

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

We will evaluate data, evaluations, surveys, and student assessments.

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

I will know that the school is successful after the first four years by evaluating data, reviewing teacher evaluations, surveys, and assessment trends. Additionally, I will know that the school is succeeding in its mission if 100% of the graduates transition into a career or matriculate in a college.

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

We will need to participate in the required trainings, and ensure that all decisions are aligned with school's mission and vision.

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

A full investigation will need to be made according to the adopted policy.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Brandi A. Peterson, currently on the board will be removed once the school is approved because she will be acting as Superintendent. We grew up together and attended school together.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes     No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Brandi J. Peterson, Brandi A. Peterson, Juanita Matthews, Melanie Burnett, and myself all work in public education currently.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes     No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

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

- Yes     Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

N/A

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

N/A

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

N/A

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

Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

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

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

N/A

**CERTIFICATION**

I, TERRANCE LAWRENCE, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Terrance Lawrence Date 10-30-2015

**Verification**

State of TEXAS

County of GALVESTON

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

Subscribed and sworn to before 30<sup>th</sup> day of October, 2015.

(Notary Public) Delece L. Jones

(Seal)

My commission expires April 23, 2016



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes     No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

For the governance of the school, development of positive community relations, the preservation of a college readiness philosophy, mission statement, and the accountability to teachers, parents, and students for maintaining the intent of the Charter.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of my role is to set policies for the school, the budget, school calendar, record keeping board meetings, and working the staff/community.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have experience working in leadership positions at various charter and private schools. I believe you have to have to be strong socially. Keeping in communication with the administrators, staff, and community. You have to be fair and make right decisions for the betterment of the school. The main priority is to make influential decisions so that the school and students are successful.

4. Describe the specific knowledge and experience that you would bring to the board.

I have over ten years' experience working with charter schools. I have also attended the charter school conference the past four years with my colleagues to become more familiar with charter school policies. I will be in agreement with the mission, educational philosophy, discipline policy and administrative structure of the charter and read the chartering documents. I have written 9th-12th grade math curriculum for Texas.

## SCHOOL MISSION AND PROGRAM

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

I know the mission of Excel Charter High School is to foster a learning community conducive to preparing every student for success in college and career. It doesn't matter where a student's starting point is, each student's end will be success. By forming partnerships with families, community businesses and colleges and universities, we will develop support systems that monitor the growth and success of each of our students holistically. Excel cultivates leaders.

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

Our proposed educational program will prepare all students for college readiness or the ability to enter into a trade.

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

I believe what makes a school successful is parental involvement, community involvement and students taking responsibility of their education. Of course the hiring process will consisted of certified experience teachers. Classroom management, student mobility, empathy, flexibility, patience, professional development, respect for the students and their needs.

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

I will know the mission is successful by students committing to returning to the school for the next school. The community/ parent feedback about Excel Charter High School. The student enthusiasm for the need to attend college or a trade for the advancement of their future.

## GOVERNANCE

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

The board will be responsible for creating policy in accordance to the state law and making sure that all decisions are made in the best interest of the students academically and financially.

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

I will know how successful the school is by the improvement plan. At the beginning of the school year the students will have a placement test. Throughout and by the end of the school year the students will have academic exams to determine their growth. I will because the students should show growth at the end of the school year.

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

I will know by the end of four years researching the dropout rate and the amount of students who attend college and trade schools.

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

The school board should be actively involved with the school, parents, and community. Making precise decisions to ensure the success of the students.

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

As a board we would hold a meeting to address those board members and if they are still acting unethically we will have to vote as a board to remove those members.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Yolanda Kirby-Gill is on the applicant team with me.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes     No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Brandi A. Peterson, Brandi J. Peterson, Terrance Lawrence, and Melanie Burnett are all on the applicant team with me. Brandi A. and J. Peterson and Melanie Burnett and I all taught a La Marque together.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes     No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

- Yes     Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

N/A

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

Southwest Charter School - Lead Teacher  
Jamie House Charter School- TAKS Testing Team Leader  
Darul Arqam North- Math, Science, Social Studies Teacher  
Houston Learning Academy - Math Models, BCIS, Algebra I Teacher  
Houston Can Academy- TAKS Testing Team Leader  
Beatrice Mayes Institute- Technology Department Coordinator  
Gulf Shores Academy - Algebra, Geometry, Pre-CalculusTeacher

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

Yes     Does not apply to me.

If yes, state the compensation you expect to receive.

Career and Technology-College Liasion: \$60,000

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes     Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

[Empty box for relationship description]

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

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

[Empty box for conviction information]

### CERTIFICATION

I, Juanita Matthews, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Juanita Matthews

Date October 30, 2015

### Verification

State of Texas

County of Galveston

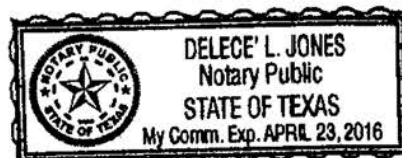
On this day, Juanita Matthews (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 30<sup>th</sup> day of October, 2015.

(Notary Public) Delece' L. Jones

(Seal)

My commission expires April 23, 2016



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes     No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

My motivation to serve on the board is because I am from Hitchcock, Texas, which is in the area we propose to open the charter school. Since I graduated in the 70's I have seen a decline in the quality of education in the Galveston County area. I want to be a part of an organization that begins to rebuild the educational foundation of our area students.

2. What is your understanding of the appropriate role of a public charter school board member?

As a board member I will be required to ensure that all decisions made for the school are aligned with the mission and vision of the school. We will be required to evaluate the performance of the administrative team to ensure their leadership is continuously effective for the programming we want implemented at the campus level. The board is responsible for approving the annual budget and making sure that all financial decisions are made for the good of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability of being a board member because I have been a member of the application team from its inception and I know first hand what the direction of our programming should be. I have assisted in developing the mission and the vision statements and I am very familiar with the needs of this community.

4. Describe the specific knowledge and experience that you would bring to the board.

I have experience in human resource management, experiences in extensive fundraising activities, and experience in community outreach through local community organizations.

## SCHOOL MISSION AND PROGRAM

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

I understand that the school's mission is to prepare graduates for success beyond high school by supporting them throughout their high school career. Our guiding beliefs are that every student's life and educational experiences are different and we have to tailor our approach to each student based on what they are when they come to us.

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

Our education plan is based on college and career readiness. We want to ensure that each student is ready to succeed in any capacity once they graduate high school.

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

I believe that characteristics of a successful school are: the school having a clear vision and purpose, the school building community partnerships, the school encourages professional development for its staff, the school has strong, good leadership, and the school teaches accountability for students and staff by having high, reasonable expectations.

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

I feel we will know if the school is succeeding by looking at the various data such as attendance, enrollment, assessment scores (local and state), and the percentage of our students who are successful once they graduate from the school.

## GOVERNANCE

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

The board will be responsible for developing policy in alignment with Texas law, enforcing the policy, and ensuring the school leadership is making decisions in the best interest of the students on campus.

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

We will know if the school is successful in year one by looking at the assessment and attendance data and determining if our students are on track in relation to other schools in the state. Also, we will know if our school is successful by examining our financial records to determine if we have made all transactions in accordance with policy.

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

At the end of our first four years our first class will be graduating. We anticipate 100% graduation. If we have 100% of those students either going to college or ready to enter careers in a trade, then we have been successful. Additionally, we will analyze other data such as attendance, enrollment, assessment scores (local and state), and our withdrawal percentage to determine our success rate.

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

The board will need to closely monitor every decision that is made for the school. The board needs to be involved with school activities and the board needs to ensure staff has regular communication with students, parents and community to articulate expectations.

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

I would first address my concerns with the members I feel are making unethical decisions. If my suspicions are true, we would need to bring the matter to the attention of the entire board so that a decision can be made on our next steps.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Juanita Matthews is the only person whom I know personally who will be a prospective board member of the proposed school.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes     No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Brand A. Peterson, Brandi J. Peterson, Melanie Burnett, Terrance Lawrence and Juanita Matthews have all worked for school districts in the last two years and they are all on the applicant team with me.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

[Empty text box]

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

[Empty text box]

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

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes     No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

[Empty text box]

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

- Yes     Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

[Empty text box]

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

Kirby Staffing (staffing service for nurses)

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

N/A

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

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

Brandi Adams Peterson is my niece (sister's daughter). She is a founding member of the sponsoring entity. However, she will resign upon approval of the charter school.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

Brandi Adams Peterson is my niece (sister's daughter) will serve as Superintendent. She is a founding member of the sponsoring entity. However, she will resign upon approval of the charter school.

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

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, Yolanda Kirby-Gill, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Yolanda Kirby-Gill Date 10-30-15

### Verification

State of TEXAS

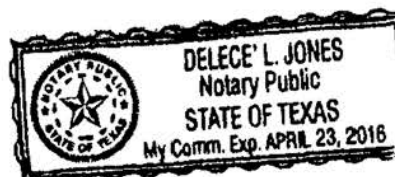
County of GALVESTON

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

Subscribed and sworn to before 30<sup>th</sup> day of October, 2015.

(Notary Public) Delece L. Jones (Seal)

My commission expires April 23, 2016



Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

## **Conflict of Interest Policy**

### **Article I Purpose**

The purpose of the conflict of interest policy is to protect Progressive Education Project's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### **Article II Definitions**

#### **1. Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

#### **2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest, other than de minimis, in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

### **Article III Procedures**

#### **1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

#### **2. Determining Whether a Conflict of Interest Exists**

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Progressive Education Project  
2925 Gulf Freeway South  
Suite B-331  
League City, Texas 77573

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the Organization to an organization that is tax exempt under under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

**3. Procedures for Addressing a Conflict of Interest**

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

**4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**Article IV Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Progressive Education Project  
2925 Gulf Freeway South  
Suite B-331  
League City, Texas 77573

**Article V Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

**Article VI Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**Article VII Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**Article VIII Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

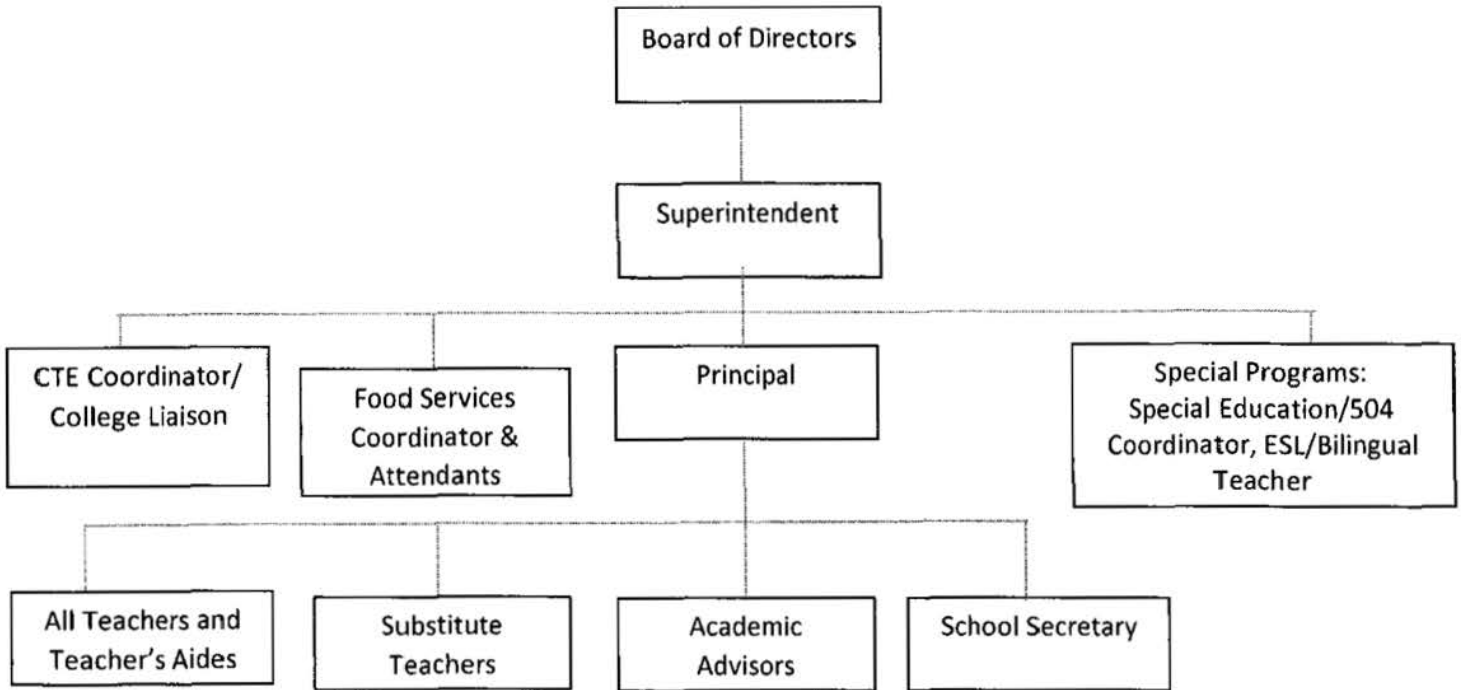
Provide the following:

Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

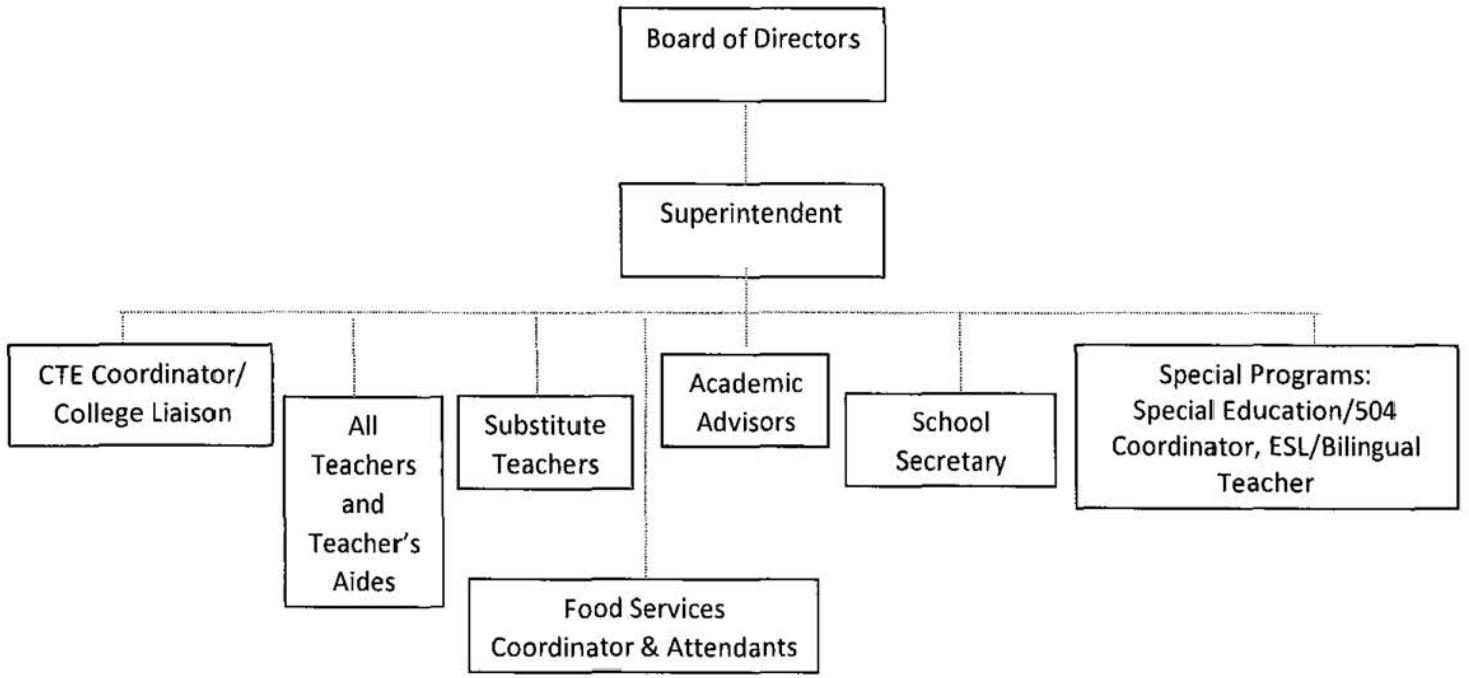
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

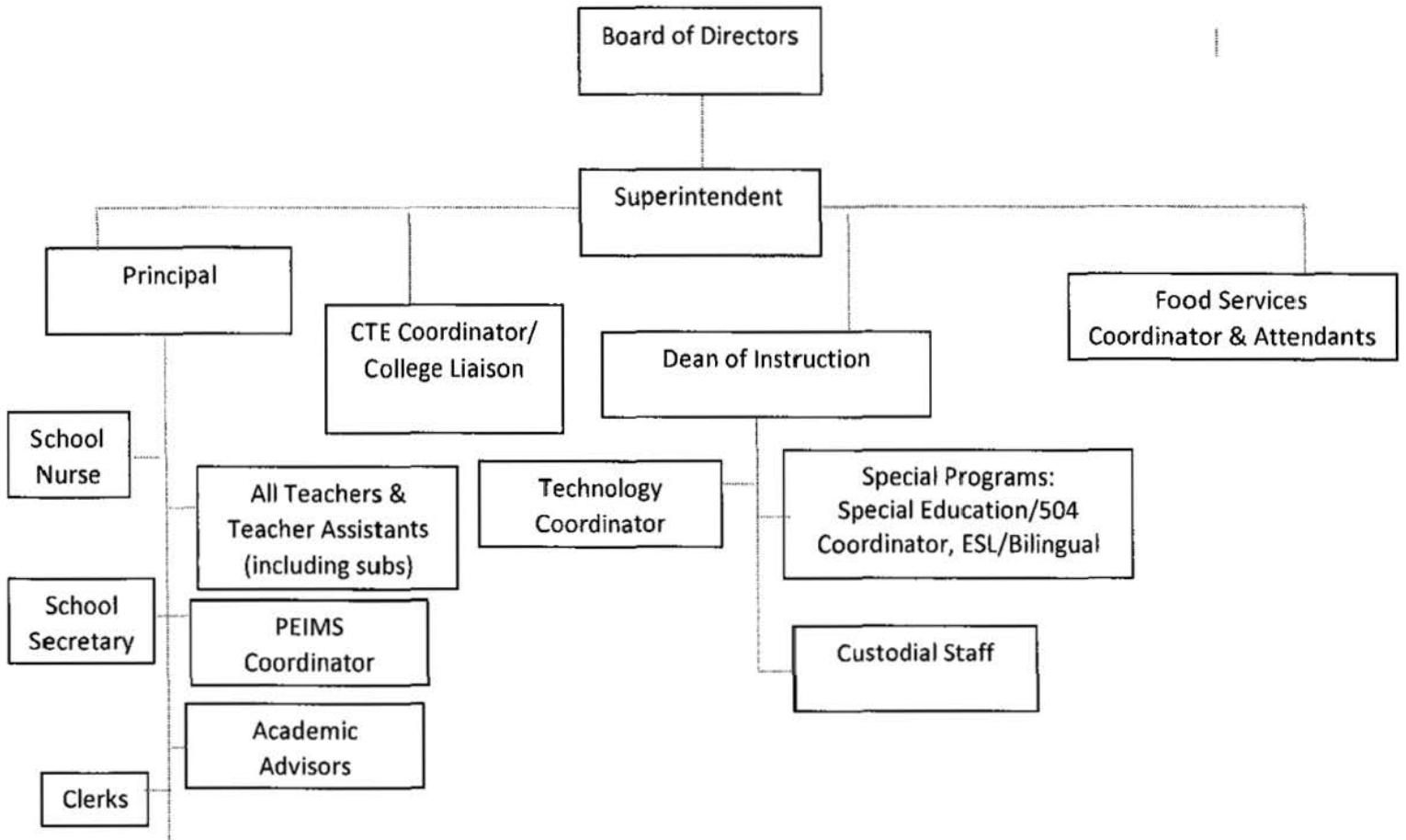
Excel Charter High School  
Organizational Chart  
Year One (with a principal)



Excel Charter High School  
Organizational Chart  
Year One  
(Superintendent as Principal too)



# Excel Charter High School Organizational Chart At Capacity



Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Name of Proposed Charter School: Excel Charter High School

Name of Sponsoring Entity: Progressive Education Project

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>ELEMENTARY SCHOOL CAMPUS STAFF</b>					
Principal					
Assistant Principal					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
<b>Total FTEs at elementary campus(es)</b>					

<b>MIDDLE SCHOOL CAMPUS STAFF</b>					
Principal					
Assistant Principal(s)					
Add'l Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
<b>Total FTEs at middle school campus(es)</b>					

Name of Proposed Charter School: Excel Charter High School

Name of Sponsoring Entity: Progressive Education Project

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>HIGH SCHOOL CAMPUS STAFF</b>					
Principal	0	1	1	1	1
Assistant Principal(s)	0	0	0	0	0
Deans	0	0	1	1	1
Superintendent	1	1	1	1	1
CATE Coordinator/College Liasion	1	1	1	1	1
Academic Advisor/Counselor	1	1	2	3	3
Classroom Teachers (Core Subjects)	4	8	8	8	8
Classroom Teachers (Specials)	2	2	4	4	4
Special Education/504 Coordinator	1	1	1	2	2
Technology Coordinator	0	0	0	1	1
Librarian	0	0	0	1	1
Nurse	0	0	1	1	1
Teacher Aides and Assistants	0	0	2	2	2
Campus Operations Support Staff	8	9	12	19	21
<b>Total FTEs at high school campus(es)</b>	<b>18</b>	<b>24</b>	<b>34</b>	<b>45</b>	<b>47</b>
<b>Total organization FTEs</b>	<b>18</b>	<b>24</b>	<b>34</b>	<b>45</b>	<b>47</b>

ATTACHMENT O 2—Staffing Chart

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

The Superintendent shall be reimbursed for reasonable expenses of professional meetings, courses, and seminars at the local, regional, state, and national level with the consent of the board. \$100/month cell phone allowance.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="138,054"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="61,200-74,798"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="179,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="71,839"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="85,411"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="89,340"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="61,375"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="67,765"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="55,071"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque ISD"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="55,313"/>
<input type="text" value="Santa Fe ISD"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="56,675"/>
<input type="text" value="Hitchcock ISD"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="49,732"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="71,839"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="85,411"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="89,340"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="61,375"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="67,765"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="55,071"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="46,094"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="47,837"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="49,338"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="46,094"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="47,837"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="49,338"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

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Reports to:

Salary Range:

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Proposed Location (City and County):

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Education Required:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="37,520"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="49,069"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="46,867"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="21,559"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="34,473"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="25,694"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="17,045"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="18,314"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="17,958"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Position:

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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="21,559"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="34,473"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="25,694"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="17,045"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="18,314"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="17,958"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="17,045"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="18,314"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="17,958"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="17,045"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="18,314"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="17,958"/>

Name of Proposed Charter School: Excel Charter High School

Name of Sponsoring Entity: Progressive Education Project

Position: Food Service Coordinator

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Maintains accurate data of students serviced.
2. Adheres to all federal and state guidelines regarding school breakfast and lunch programs.
3. Adheres to all food service schedules.
4. Adheres to all safety standards regarding food preparation.
5. Reports and maintain all accidents to the superintendent according to policies and procedures.
6. Interact with students and staff in a positive manner.
7. Maintains safe conditions at all times and report unsafe conditions.
8. Performs all clean up in regards to food prep and service.
9. Create surveys regarding food service and menu and use data to improve food service program.
10. Performs other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="65-95 day"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="70-90 day"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="80-110 day"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="La Marque"/>	<input type="text" value="084904"/>	<input type="text" value="La Marque"/>	<input type="text" value="2,306"/>	<input type="text" value="17,045"/>
<input type="text" value="Hitchcock"/>	<input type="text" value="084908"/>	<input type="text" value="Hitchcock"/>	<input type="text" value="1,637"/>	<input type="text" value="18,314"/>
<input type="text" value="Santa Fe"/>	<input type="text" value="084909"/>	<input type="text" value="Santa Fe"/>	<input type="text" value="4,659"/>	<input type="text" value="17,958"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
La Marque	084904	La Marque	2,306	61,375
Hitchcock	084908	Hitchcock	1,637	67,765
Santa Fe	084909	Santa Fe	4,659	55,071

Name of Proposed Charter School: Excel Charter High School

Name of Sponsoring Entity: Progressive Education Project

Position: Technology Coordinator

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Trains faculty and staff of utilization of hardware and software.
2. Creates and executed a campus technology plan for policies and procedures.
3. Maintains inventory and software updates.
4. Performs maintenance on all technology equipment.
5. Communicates with campus administration regarding technology updates and needs.
6. Works with the campus improvement team to improve technology program.
7. Evaluate and recommend educational and operational software.
8. Instructs in area of certification when needed.
9. Provides technical support to students as needed.
10. Performs other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Provide the following:

Any teacher evaluation tool(s) beyond the Professional Development Appraisal System (PDAS) to be used, and explain how teachers will be supported, developed, and evaluated each school year.

Excel Charter High School  
Teacher Evaluation Tool

Teacher Name: \_\_\_\_\_ Assignment/Grade \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Time Start: \_\_\_\_\_ Time End: \_\_\_\_\_

**1. Professional Knowledge:**

- Addresses appropriate curriculum standards
- Facilitates students' use of higher lever thinking skills
- Demonstrates ability to link present content with past and future learning, real word and other subject areas
- Demonstrates an accurate knowledge of the subject matter
- Demonstrates skills relevant to subject area(s) utilizing best practices based on current research
- Bases instruction on goals that reflect high expectations

**Evidence:**

**Recommendations:**

**2. Instructional Planning:**

- Analyzes and uses student learning data to inform planning
- Plans instruction and time for realistic pacing
- Plans for differentiated instruction
- Adapts lessons as needed based on student understanding
- Instruction is aligned to curriculum

**Evidence:**

**Recommendations:**

**3. Instructional Delivery:**

- Differentiates instruction
- Uses a variety of instructional strategies
- Uses instructional technology
- Engages students in active learning
- Communicates clearly and checks for understanding
- Maximized instructional time
- Reinforces learning goals throughout the lesson

**Evidence:**

**Recommendations:**

**4. Assessment of Student Learning:**

- Analyzes data from campus CBAs and checkpoints to drive instruction and differentiate learning
- Uses a variety of appropriate assessments to assess learning and drive instruction
- Checks for understanding frequently throughout the lesson
- Gives construction, specific, and timely feedback
- Students set learning goals and monitor their own progress

• **Evidence:**

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**Recommendations:**

**5. Learning Environment:**

- Arranges the classroom to maximize learning and provide a safe environment
- Establishes clear expectations
- Maximizes instruction
- Establishes a climate of trust
- Promotes tolerance and respects students' diversity

**Evidence:**

**Recommendations:**

**Notes:**

## Teacher Evaluation Tool

In addition to utilizing the Professional Development Appraisal System, our campus will utilize our own teacher evaluation form to assist in documenting teacher performance in the classroom. The evaluation tool is designed to rate teacher performance in five categories. The categories are professional knowledge, instructional planning, instructional delivery, assessment of student learning, and learning environment. Because teaching and learning is a continuous process, our teachers will be observed on a continuous basis and within the guidelines of the PDAS calendar. The purpose of our tool is to guide teachers in respect to what is expected in the classroom. Following each observation, teachers will be given feedback within 5 days. Feedback consists of a copy of the completed observation form and an opportunity to have a conversation with the observer to discuss recommendations that were made and ways to improve the teaching and learning process. Teachers will be supported by being offered targeted professional development opportunities if the documented area of concern cannot be rectified without additional training. Teacher's observations that are completed by either the Superintendent, Principal, or Dean of Instruction will become a part of the teacher's permanent record. However, observation forms completed by other staff members will only be utilized as a leaning/training tool.

Provide the following:

The qualifications and job description of the principal. Discuss the timeline, criteria, and recruiting and selection process for hiring the principal/campus leader. If a principal has been identified explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never led a school, describe any leadership training programs that (s)he has completed or is currently participating in.

# Excel Charter High School

## Job Description

**Job Title:** Principal

**Reports to:** Superintendent /Board of Directors

**Supervises:** Directly or indirectly all Excel Charter High School employees

**Salary Range:** \$65,000 - \$90,000 annually

**Objective:** Assumes responsibility for supervising the students and staff, assisting the Superintendent with implementing and managing the policies, regulations, and procedures of the Board of Directors to ensure that all students meet and exceed the TEKS, following the approved curricula and directives of the school. Work collaboratively to lead and support members of the school staff and to communicate effectively with parents and members of the community. Other responsibilities include discipline of students, supervision of staff, curriculum development, program evaluation, supervision of extracurricular activities and financial management.

### Minimum Job Requirements:

- Masters or higher degree
- 7-10 years of experience in education
- Successful performance in teaching and administrative capacities of increasing responsibility
- Principal or Mid-Management Certification
- Special Education Certification

### Performance Responsibilities:

- Demonstrate knowledge and understanding of effective discipline strategies and motivation, curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
- Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
- Organize, manage, evaluate, and supervise effective and clear procedures for the functioning of the class assigned, consistent with operations of the total school, and consistent with the philosophy, mission, values and goals of the school and district, ensuring the TEKS are embedded in classroom instruction, program evaluation, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management for the class, personnel management, and community relations. Ensure compliance with all laws, administrative codes, board policies and regulations.
- Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.

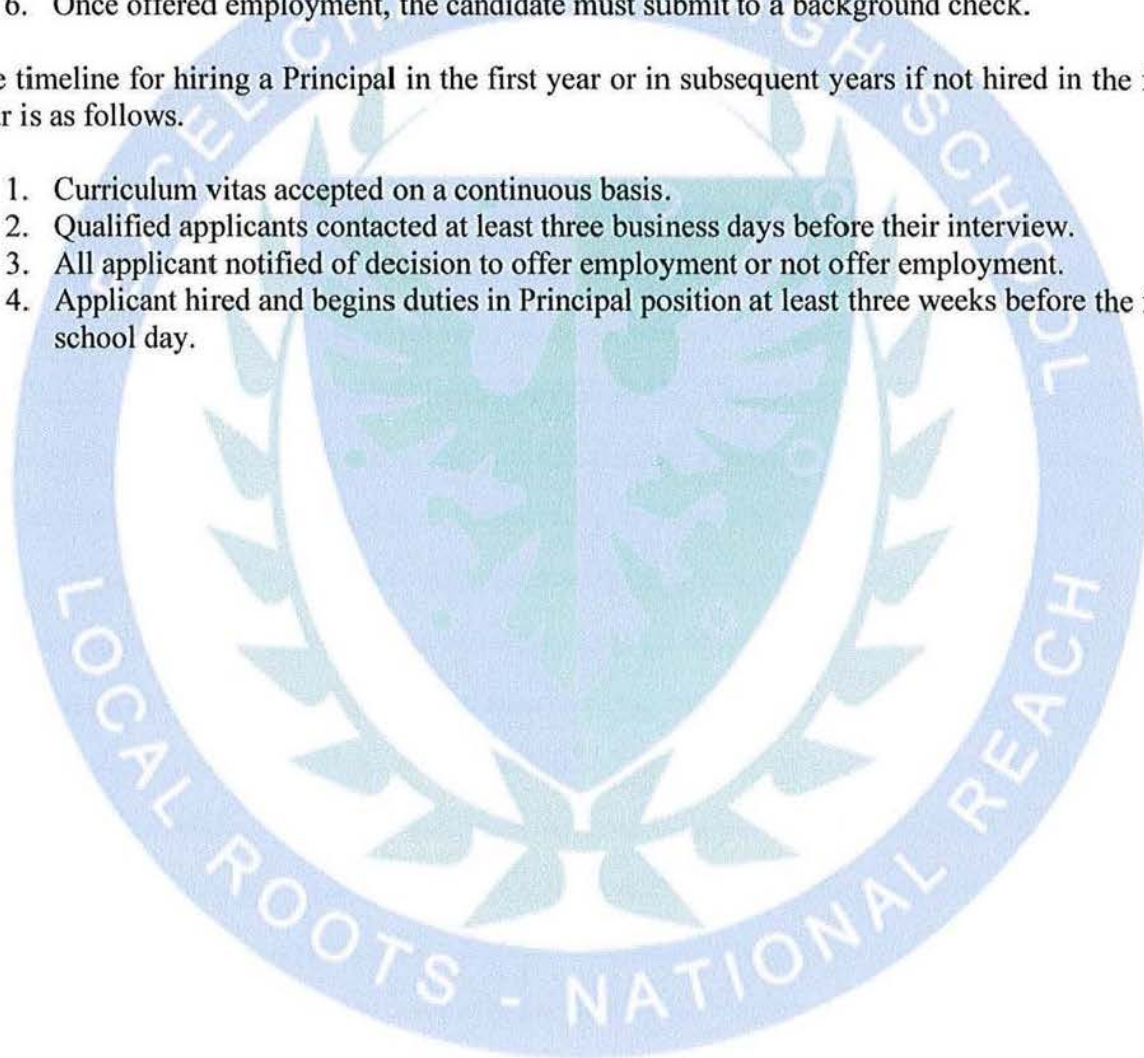
- Counsel students and work closely with parents to help students to assume responsibility for behavior and understand the consequences of their decisions.
- Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Coordinate school and community resources for assigned students who need specialized assistance, including the services of the guidance counselor, social worker, nurse, psychologist, learning disabilities teacher coordinator, attendance officer, and others who may assist the student and family.
- Supervise instructional programs for the class assigned and/or for programs assigned by the Superintendent, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Observe teachers, hold follow up conferences and maintain records on suggestions for needed improvement.
- Recommend opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies.
- Meet regularly with the administrative staff of the High School, to discuss the operation of the school, identify needs and report on successes.
- Assist the Superintendent with administrative functions of the school, including facilities management and scheduling, student activities, school safety and security, emergency procedures, instructional field trips, assembly and special programs, and other areas.
- Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Follow procedures for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances, disruptions, death, personal tragedy, and other unusual circumstances.
- Complete in a timely fashion all records and reports as required by law ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Follow procedures for safe storing and integrity of all public and confidential school records.
- Summarize, interpret, and disseminate current developments in discipline strategies, effective student motivation, learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.

All Principal candidates will be required to participate in the following application process.

1. Applicant must submit a current curriculum vitae.
2. If the applicants experience is sufficient, the Superintendent will contact the applicant to complete an application, submit education and service documents
3. Once the application and documents are screened by the Board and Superintendent, a request will be made for the applicant to interview.
4. During the interview process the applicant will respond to questions generated by the Board and Superintendent, which will include responding to scenario questions.
5. An applicant will not be offered employment until all references have been verified.
6. Once offered employment, the candidate must submit to a background check.

The timeline for hiring a Principal in the first year or in subsequent years if not hired in the first year is as follows.

1. Curriculum vitas accepted on a continuous basis.
2. Qualified applicants contacted at least three business days before their interview.
3. All applicant notified of decision to offer employment or not offer employment.
4. Applicant hired and begins duties in Principal position at least three weeks before the first school day.



Provide the following:

The qualifications and job description of the superintendent. Discuss the timeline, criteria, and recruiting and selection process for hiring the superintendent/charter district leader. If a superintendent has been identified, explain why this individual is well-qualified to lead the proposed charter district in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter district. If the proposed leader has never led a school, describe any leadership training programs that (s)he has completed or is currently participating in.

# Excel Charter High School

## Job Description

**Job Title:** Superintendent

**Reports to:** Board of Directors

**Supervises:** Directly or indirectly all Excel Charter High School employees

**Salary Range:** \$65,000 - \$95,000 annually

**Objective:** To provide leadership in all areas of teaching and learning: curriculum, data analysis, and professional development. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school.

### Minimum Job Requirements:

- Masters or higher degree
- 7-10 years of experience in education
- Successful performance in teaching and administrative capacities of increasing responsibility
- Principal or Mid-Management Certification
- Special Education Certification

### Performance Responsibilities:

- Facilitates the development of and implements a collaborative effort to seek fulfillment and refinement of the educational vision, mission, and beliefs and assists the School Committee in setting priorities for the school system.
- Supports policy and works for constructive change.
- Communicates the educational vision, mission, and belief standards effectively to all stakeholders.
- Demonstrates knowledge of developments and trends in K-12 education Ensures that policies, procedures and school rules promote a safe, respectful, school environment.
- Communicates effectively with the School Committee, staff, students and the community about educational trends, curriculum needs and instructional programs.
- Ensures that administrators and teachers communicate student progress and school curricula to parents.
- Administers the development, implementation, and assessment of educational programs consistent with state and federal standards.
- Conducts reviews of the total school program, and advises the School Committee on recommendations for the educational advancement of the schools.

- Recommends to the School Committee the timely revision and adoption of courses of study, curriculum, teaching materials, etc.
- Ensures meetings of administrators, teachers and other staff members are conducted as necessary for the discussion of matters concerning the improvement and welfare of the schools.
- Communicates to all staff members, directly or through delegation, actions of the Campus Improvement Committee relating to policy matters and receives from employees communications to be made to the School Committee.
- Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, affecting a wholesome and cooperative working relationship between the schools and the community.
- Communicates with and understands the needs and perspectives of various community groups.
- Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised.
- Ensures protocols are in place to develop and implement an effective system of staff development focused on improving the educational and operational programs for each of the schools in collaboration with the Campus Improvement Committee, administration, and school.
- Advocates for staff to participate in conferences, visitations and coursework within the framework of the school system's budget.
- Develops and implements a hiring process that complies with applicable state and federal laws targeting the most qualified and competent teachers, administrators, and extracurricular personnel.
- Responds appropriately to employee grievances or problems in accordance with applicable Campus Improvement Committee policies, collective bargaining agreements, and/or state/federal laws and regulations.
- Establishes personnel procedures that provide information that may be used to advance the quality of the school system, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback.
- Explains clearly the proposed budgets, needs and priorities to all stakeholders.
- Ensures financial procedures and accounts are maintained and that audits are performed on an annual basis. Further, communicates any audit findings by a third-party to the Campus Improvement Committee with recommendations for corrective action.
- Aligns budgeted funds and human resources to achieve agreed upon strategic goals.

**Designated Superintendent:**

**Brandi Adams Peterson, M.S.Ed.**

Brandi A. Peterson has been selected as Superintendent of Excel Charter High School because she has first had knowledge of the proposed vision and mission of the campus. She has worked effortlessly to ensure that all of our proposed educational programs are aligned with the mission and vision of the campus and geared toward the success our students. Brandi A. Peterson has serviced students in the public education system for ten years as a teacher and an instructional coach. In her current position, she coaches teachers in providing good first line instruction in order to minimize the percentage of students that will need interventions later.

Additionally, Mrs. Peterson is a product of the community we plan to service and she has served the students in the Texas City/La Marque and surrounding communities through local school districts. She has experiences with the demographic of students we will service. She has positive relationships with leaders in the community and she understands the needs of the prospective students we will teach and the processes by which they learn.

Brandi received her Bachelor's degree from Texas Southern University in Communications and her Master's degree in Educational Management from the University of Houston, Clear Lake. She has received her certificates in Instructional Leadership Development, Professional Development and Appraisal System and she was a member of Pasadena I.S.D.'s cohort III of the Aspiring Administrator's Academy. Her Texas education certifications include, 8-12 Social Studies, 4-8 Generalist, Special Education Supplement, and EC-12 Principal. Brandi's success as an educator in public schools and her commitment to student success makes her a great candidate for Superintendent of Excel Charter High School.

**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-One**  
**Special Assurances Document**

Sponsoring Entity: Progressive Education Project

Proposed Charter School Name: Excel Charter High School

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*

**I. Open Meetings Requirements**

\_\_\_\_\_ The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

\_\_\_\_\_ Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

**II. Public Information Requirements**

\_\_\_\_\_ The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

**III. Criminal History Check Requirements**

\_\_\_\_\_ The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

**IV. Annual Training Requirements**

\_\_\_\_\_ The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

**V. Residential Facilities Monitoring (RFM) System**

\_\_\_\_\_ The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

**VI. Special RF Training**

\_\_\_\_\_ The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: \_\_\_\_\_

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

**VII. Admission and Enrollment**

- \_\_\_\_\_ The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.
- \_\_\_\_\_ The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.
- \_\_\_\_\_ The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.
- \_\_\_\_\_ The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.
- \_\_\_\_\_ The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

**VIII. Withdrawal and Expulsion**

- \_\_\_\_\_ The proposed charter holder assures that understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
  - a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
  - the district discovers that the student has falsified enrollment information;
  - proof of identification is not provided; or
  - immunization records are not provided.
- \_\_\_\_\_ The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.
- \_\_\_\_\_ The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).
- \_\_\_\_\_ The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e)

p. 213

Sponsoring Entity: \_\_\_\_\_

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

**IX. Federal and State Funding**

\_\_\_\_\_ The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *No Child Left Behind* funds, as granted by the *No Child Left Behind Act of 2001*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151

\_\_\_\_\_ The charter holder understands that any *No Child Left Behind* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015

**X. Required Disclosure**

\_\_\_\_\_ The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

*I the undersigned hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.*

Yolanda Kirby-Gill  
\_\_\_\_\_  
Printed Name of Sponsoring Entity Board Chair

\_\_\_\_\_  
Signature of Sponsoring Entity Board Chair

\_\_\_\_\_  
Date

**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-One**  
**Special Assurances Document**

Sponsoring Entity: Progressive Education Project

Proposed Charter School Name: Excel Charter High School

*The Board Chair of the proposed sponsoring entity shall initial each grant agreement to confirm awareness and understanding of responsibilities established here:*

**Page inserted in response to completeness review.**

**I. Open Meetings Requirements**

YG The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

YG Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
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- Any changes in compensation from compensation as submitted in the application for charter.

**II. Public Information Requirements**

YG The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

**III. Criminal History Check Requirements**

YG The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

**IV. Annual Training Requirements**

YG The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

**V. Residential Facilities Monitoring (RFM) System**

YG The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

**VI. Special RF Training**

YG The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity:

# Progressive Education Project

Proposed Charter School Name:

## Excel Charter High School

Page inserted in response to completeness review.

### VII. Admission and Enrollment

- YG The proposed charter holder assures that parents or prospective students must have an interview or meeting of any kind prior to admitting and/or enrolling a student in which the student is enrolled.
- YG The proposed charter holder assures that volunteer hours, or paid hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.
- YG The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.
- YG The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.
- YG The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

### VIII. Withdrawal and Expulsion

- YG The proposed charter holder assures that understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
  - a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
  - the district discovers that the student has falsified enrollment information;
  - proof of identification is not provided; or
  - immunization records are not provided.
- YG The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.
- YG The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).
- YG The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e)

# Progressive Education Project

Sponsoring Entity:

## Excel Charter High School

Proposed Charter School Name:

### IX. Federal and State Funding

YG The proposed charter holder understands that any request for assistance from [redacted] that is to be provided from *No Child Left Behind* funds, as granted by the *No Child Left Behind Act*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7801.

YG The charter holder understands that any *No Child Left Behind* funding towards campus(es) operated on the premises of a public university or college may be effective only if the university or college has not enacted or carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

Page inserted in response to completeness review.

### X. Required Disclosure

YG The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

*I the undersigned hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.*

Yolanda Kirby-Gill

Printed Name of Sponsoring Entity Board Chair

Yolanda Gill  
Signature of Sponsoring Entity Board Chair

December 2, 2015

Date