

GENERATION 23

THE 150TH BIRTHDAY OF THE U.S. ARMY

NARRATIVE SECTION

RFA: 701-17-104

SAS: 558-18

APPLICATION COVERSHEET

Monarch Academy

NAME OF PROPOSED GENERATION TWENTY-THREE CHARTER SCHOOL

Monarch Education

NAME OF SPONSORING ENTITY

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

I. CONTACT INFORMATION

Contact Name:

Billy Brown

Applicant Mailing Address (for correspondence regarding this application.):

P.O Box 691151

Contact E-mail Address:

Contact Phone #:

254-466-5956

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

Number of Campuses Being Requested: 1

Number of Districts within GeoBoundary: 7

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

To Be Determined

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:

Bell County (Killeen, Texas)

III. GOVERNANCE/LEADERSHIP

Number of Board Members:

7

Chairperson of the Governing School Board

Claudia Brown Ph.D

Chief Executive Officer of the Sponsoring Entity:

Billy Brown

Superintendent of Proposed Charter School:

Carolyn Turner

Board Member Who Attended an Applicant Conference:

Amanda Taylor

IV. ENROLLMENT PROJECTIONS

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

Year 1: Estimated Enrollment: 500

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

Year 2: Estimated Enrollment: 600

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

Year 3: Estimated Enrollment: 650

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

Year 4: Estimated Enrollment: 700

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

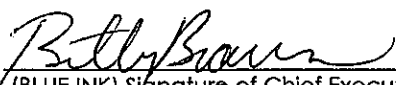
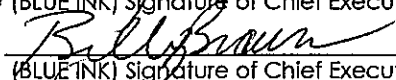
Year 5: Estimated Enrollment: 750

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

At Capacity: Maximum Enrollment: 800

☐ EE-3 ☐ 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-Three Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.


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

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

12/3/2017

Date

Billy Brown

Printed Name

12/3/2017

Date

Billy Brown

Printed Name

MEMBER PROFILES

I. APPLICATION TEAM MEMBERS

Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School
Billy Brown	7th Grade Science Teacher	Head of School
Carolyn Turner	SPED Inclusion Teacher	CEO/Superintendent

II. BOARD OF DIRECTORS

Include names of all board members.

Dr. Claudia Brown
Tavaras Bethal
Lendy Jones
Laura Harris
Brenda Adams
JoAna Foster
Sharna Daley

III. APPLICATION PREPARATION/SUPPORT SERVICES

List any individual(s)/organizations(s)/firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.

N/A

Were the above-mentioned paid?

Yes ☐ No ☐

IV. OUT OF STATE OPERATIONS

Does this applicant 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 have new schools/campuses scheduled to open in the 2018-19 or 2019-20 school years?

☐ Yes ☒ No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

Does this applicant have new schools/campuses approved, but scheduled to open in years beyond 2019-20 school year?

☐ Yes ☒ No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

GEOGRAPHIC BOUNDARIES

Monarch Academy

Monarch Education

Proposed Generation Twenty-Three Charter Name

Name of Sponsoring Entity

State the proposed school's **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.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled. 19 Texas Administrative Code (TAC), §100.1207(f)

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attendance Boundary

Belton ISD
Copperas Cove
Killeen ISD
Temple ISD

Primary Attendance Boundary [if applicable]

GLOSSARY OF TERMS AND RESOURCES

ASSESSMENT & ACCOUNTABILITY

[Academic Accountability Rating](#)
[Alternative Accountability Rating](#)
[Charter FIRST Rating](#)
[Charter School Performance Framework \[CSPF\]](#)
[English Language Proficiency Standards \[ELPS\]](#)
[State of Texas Assessments of Academic Readiness \[STAAR\]](#)

FEDERAL LAW

[Every Student Succeeds Act \[ESSA\]](#)
[Family Educational Rights and Privacy Act \[FERPA\]](#)
[Individuals with Disabilities Education Act \[IDEA\]](#)

FUNDING

[Average Daily Attendance \[ADA\]](#)
[Facilities Funding and Standards/Bonds Guarantees](#)
[Charter Start-Up Program \[CSP\]](#)
[Electronic Grants \[eGrants\]](#)
[Foundation School Program \[FSP\]](#)
[High Quality Prekindergarten Program Grant](#)
[Instructional Minutes for Purposes of Funding](#)
[Introduction to Charter School Funding](#)

GOVERNANCE

[Conflict\(s\) of Interest \[Nepotism\]](#)
[School Board Member Training](#)

INSTRUCTION and GRADUATION

[Bilingual Education](#)
[Career and Technical Education](#)
[Curriculum Standards](#)
[Graduation Requirements](#)
[Homeless Education](#)
[Promotion and Retention](#)
[Texas Essential Knowledge and Skills \[TEKS\]](#)

LEGISLATION

[TEC. Chapter 12, Subchapter D \[Open-Enrollment Charters\]](#)
[TEC. Chapter 12, Subchapter E \[College/University Charters\]](#)
[TEC. Chapter 25 \[Admission, Transfer, and Attendance\]](#)
[TEC. Chapter 29 \[Educational Programs\]](#)
[TEC. Chapter 31 \[Instructional Materials\]](#)
[TEC. Chapter 33 \[Service Programs/ Extracurricular Activities\]](#)

LEGISLATION cont.

[TEC. Chapter 37 \[Discipline Law and Order\]](#)
[TEC. Chapter 38 \[Health and Safety\]](#)
[TEC. Chapter 39 \[Public School System Accountability\]](#)
[TEC. Chapter 44 \[Fiscal Management\]](#)
[TEC. Chapter 45 \[School District Funds\]](#)

OPERATIONS

[Admission and Enrollment](#)
[Amendments and Expansions](#)
[Annual Review and Dismissal \[ARD\]](#)
[Ask Texas Education Directory \[AskTED\]](#)
[Depository Contracts](#)
[Disciplinary Policies](#)
[Educator Certification](#)
[Educational Materials Web Application \[EMAT\]](#)
[Fingerprinting](#)
[Manifestation and Determination Review](#)
[Meals](#)
[Renewal of Charter/Denial of Renewal/Expiration](#)
[School Nurse](#)
[Student Teacher Ratio/Class Size](#)
[Teacher Appraisal](#)
[Texas Education Agency Security Environment \[TEASE\]](#)
[Texas Education Agency Login \[TEAL\]](#)
[Transportation](#)
[Tuition and Fees](#)

RECORDS and REPORTING REQUIREMENTS

[Academic Achievement Records \[AAR\]](#)
[Alternative Compensatory Education Reporting System](#)
[Annual Charter School Board Governance Reporting](#)
[Federal Fiscal Compliance and Reporting](#)
[Public Education Information Management System \[PEIMS\]](#)
[Texas Academic Performance Report \[TAPR\]](#)
[Texas Records Exchange \[TReX\]](#)

SPECIAL POPULATIONS

[Early Education](#)
[Gifted and Talented](#)
[Limited English Proficient \[LEP\]](#)
[Special Education](#)

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Performance Management	_____
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Letter of Special Assurances	_____

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).

I. Applicant is a:

☒ In-State Organization

☐ Out-of-State Organization



THIS PAGE IS ONLY TO BE COMPLETED BY ... board member(s) of the Sponsoring Entity. If this proposal is invited to participate in a capacity interview; authors of this section should be available to discuss the information provided.

II. Authoring Board Member(s): Billy Brown- Founding Board Member of Monarch Education



The purposes of Charter Schools (in the state of Texas) are to (1) improve student learning; (2) increase the choice of learning opportunities within the public school system; (3) create professional opportunities that will attract new teachers to the public school system; (4) establish a new form of accountability for public schools; and to (5) encourage different and innovative learning methods. TEC§12.001

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

NARRATIVE (2) - Describe the process by which the mission and vision was established. *Identify all stakeholders, specific board members, and other individuals that contributed to the creation of the mission and vision.*

NARRATIVE (3) - Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. *Include any innovative attributes to the proposed mission and vision.*



This application measures **Innovation** across five attributes. An applicant should be able to demonstrate (i) relative advantage(s) over what is currently used; (ii) compatibility with the impacted population; (iii) ideas/innovations that will be learnable among those who will implement the components; (iv) usability among those who will implement; and (v) observable benefits for everyone involved.

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Masterfully articulate the mission and vision.
- Demonstrates five attributes of innovation.
- Outline a clear decision making process for the creation of the mission and vision - identifying a significant contribution and buy-in from board members.
- 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.

The Founding Board of Monarch Education have been working together with the community of Killeen Texas to introduce an alternative learning environment that not only offers a world class education, but also focuses on the interpersonal skill that often times get overlooked in the traditional school system. After an abundance of thoughtful input from many of the citizens of the city and from experts in the field, Monarch Academy was conceived.

Our Core Values that will instill in every student that enters Monarch Academy will be: Positivity, Camaraderie, Perseverance, and Determination.

Monarch Academy Creed: Bridging the Education Gap Regardless of Adversity

Mission: Our mission at Monarch Academy is to bring a charter school that our community deserves to Killeen, Tx. There have been many charter schools that have come into the city and have not given parents and students a proper, adequate interpretation of what a true school of choice can accomplish. We want to capture the aspects of what makes a charter school great, and bring it to the citizens of our city. Monarch Academy can and will change the narrative of charter school in the city of Killeen, Tx and will set the standard for education in our community. We know that our youth deserve the best and that our community is ready to be involved with their education. Along with this mission, our goal is to incorporate community school aspects to not only bridge the education gap, but to also bridge the gap in the city between the youth and the community. With our unique curriculum, our doors will be open to build a lasting relationship between our students and the community they live in.

The vision of Monarch Academy is to give student and parents in the community the opportunity to access a curriculum that not only offers a world class education but also emphasizes interpersonal skills. We at Monarch Academy believe that this is necessary because of the disturbing fact that Killeen, Texas has a unreasonable crime rate in the underrepresented population. Much of this population is involved in the crimes that plague the city is youth and this can be attributed to the lack of character building in the urban populations of the city when it comes to education. Combine this with the lack of interest in school by these students and the ending result is violence in the community that has exponentially grown to an unnecessary level. This can be combated by a curriculum that allows the student demographic to know that they can accomplish more than a life of crime. To help ensure the goal of a productive life for the students, we plan to have a challenging curriculum that will allow students adequate college preparation in an effort for each child to reach their full potential in becoming a responsible and productive citizen in our community.

We intends to mold the young men and women in the community into productive, intelligent and responsible citizens of city through our innovative and rigorous curriculum. In many cases, students are not given the best opportunity to access the necessary knowledge to become well-rounded and competitive in the real world. Our curriculum at Monarch Academy will allow the students to be prepared for future endeavors in the community and college.

The need for a school choice is evident all over the nation and specifically in our community. The Monarch Education stakeholders have to not only work to develop an innovative curriculum that will capture the minds of the youth and hearts of parents, we also have to work to shed light on the positives that charter schools bring to a community. In the minds of the citizens of Killeen, resides a negative connotation about charter schools. With charter schools that have come to our city with promise of better education and solutions and that ultimately end with students and parents searching for other alternatives, the benefits that charter schools can bring to our youth have be overlooked. In recent history, our city have had many charter school performing at low and unacceptable ratings. Our goal is to establish a student centered school that the city is proud to call their own and that sets up students for a successful future with our TEKS aligned Problem Based Learning Curriculum.

NARRATIVE (2) - Describe the process by which the mission and vision was established. Identify all stakeholders, specific board members, and other individuals that contributed to the creation of the mission and vision.

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

Like mentioned in the previous narrative, the founding board, who are involved in education, knew that there was a need in the city for a school of choice. Many surrounding cities, including Georgetown and Austin have a wide variety of charter schools, but unfortunately the parents and students of our community do not have that option. After doing research, the founding board began to put in motion the steps needed to bring a charter school to the community. From inception, the founders of Monarch Education, Billy Brown and Carolyn Turner, had continuously heard, on media outlets and in city meetings, that the crime rate the youth of the city is involved in is high and constantly growing. Having an education background, the founders knew that with the proper education and development of interpersonal skills, the youth of the community can have a brighter future. Wanting to not only help the youth but to also begin to help fix a broken city, the founders realized that a high quality charter school was missing from Killeen. Billy Brown, because of his time in the charter school network, knows that a charter school can and should be the standard for education in a city. At the charter school he works for, he sees students excelling as much higher levels than the traditional school system and it made him wonder why his hometown does not have a school system on this level available to students. He understands that the kids are not necessarily smarter, they are just put in a better system that allows for higher achievement and mastery. With this in mind, Billy Brown set out to research the process in bringing a charter school to his hometown. When doing research, he understands that his is not a big corporation or fancy school system, but he knows what his city needs now more than ever, and that is to put the youth of the city in a position to be successful in the future. After doing more research on the charter school process he then reaches out to Carolyn Turner, who has experience in the traditional school system. Knowing for a fact that this is needed in the community, they set out to validate their vision with community leaders and citizens. The response from the city and from city officials, let them know that citizens not only wanted a school of choice in their city, but that they also cared about the violence the youth is involved in. With this in mind, the founders set in motion the necessary steps to bring what the city needs to the citizens. The steps below are the initial steps for Monarch Education:

- Becoming established as a business
- Applying for 501(C)(3) designation
- Building Board of Directors for Monarch Academy
- Begin networking with city leaders and official

The building of what will become the governing board of Monarch Academy was the most important process for the founding board. The founders wanted to ensure that the board was well experienced in the education field, as well as respected as leaders in the city. It was also imperative that the board members shared the same vision for the youth of the community as the founders. In doing so, the founders eventually established a board that includes a District Judge, military vets, and educators with over 60 years of experience combined.

At Monarch Academy, we want to create an environment that allows students to connect with our community. The city of Killeen, Tx is a unique city where that it is big enough to house members from one of the biggest military bases in the world, but also small enough to where everyone knows each other. We want to capture the spirit of Killeen in a Community Classroom environment that will not only allow us to build the future leaders of our city, but it will also build a lasting respect in the students mind for the community. We are also excited to introduce this approach because it will begin to build a bridge the gap that is missing in our city between citizens and the educational systems. At Monarch Academy we want the youth of the city to be involved with city leaders and events. This allows students to see that not only are your parents interested in your educational success, but the whole city cares about your future.

NARRATIVE (3) - Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. *Include any innovative attributes to the proposed mission and vision.*

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

The mission of Monarch Academy will align with the proposed instructional program in many of the courses that will be required for mastery and promotion from the grade level. In the state's recent accountability system, the surrounding schools were graded on four different domains. Included in these domains are closing performance gaps and postsecondary readiness. Majority of the high schools and many of the middle schools in the area have received unacceptable marks in not only these categories but in the other two categories that are reported. This is proof that the youth of the community is not given the proper tools to not only be a productive citizen in our city but to also be a scholar in college and beyond. At Monarch Academy we intend empower the youth to help usher in a new culture that will be the foundation for generations to come.

To accomplish this, we will incorporate the following practices and concepts in to Monarch Academy:

Small class setting no more that 20:1 teacher/student ratio

KISD is the primary public school system in the city of Killeen. Because of the lack of alternative schooling options, the campuses have become overpopulated with students. Monarch Academy intends to offer a world class education with a small schooling community environment. This will allow students to build a lasting relationship with their teachers which will in turn give the students a reason to be responsible for their academic achievement.

Community Classrooms

We want to make Monarch Academy the premier school for the community of Killeen, Tx. We intend to build a campus that students are proud to call their school and also a campus that is inviting to the citizens. We are in a crucial time in our city where citizens need to come together behind causes that we believe in, and we know that educating the youth is one of those causes. With our community classroom programs, we want to invite leaders of the city to our campus to let us know how they impact the city we live in. City council members, Judges, and most importantly police officers, because of the heightened violence in our city, are just a few examples of community leaders that will be integral part of our Community Classrooms. Along with this, we want to have our students involved in the community they live in. With our agriculture and community service programs, we will ensure that students are hands-on in building a better city for the future. This will also include students visiting places in the community where city decisions are made and lives are changed. We want our students to take a look behind the veil and begin to cognitive understand the process that are taking place around them and apply those concepts to our TEKS aligned curriculum. Everything from learning history at a local museum, understanding how the government works from our City Hall and prestigious military base, or even applying biological knowledge at a local clinic visit. These innovations to our curriculum will allow students to understand that the concepts learned in school can honestly be applied to real-life situations, which will in turn lead to a deeper understanding of those concepts. Yellowstone College Prep, a charter school recently approved by TEA, uses this model to develop their students into community leaders. They claim that "with community-based learning, both students and the community become assets to one another." At Monarch Academy we believe that our community, like the Third Ward community in Houston that Yellowstone College Prep is in, is in dire need of a school that is not alienated from the benefits of being deeply involved. We love our community, and we want

to capture the uniqueness of it and bring it into our campus.

Incorporate interpersonal skills development

(Team building, problem solving, nonviolent conflict resolution) This is important because of crimes that plague our city. Like previously stated the crime rate in Killeen has become detrimental to its citizens. Many of these crimes have to do with violence that most of the time end in a casualty of a young at risk person that may not have gotten the proper interpersonal skills needed to carry out productive and fulfilling lives. There are too many occurrences of violent crimes in the city involving the youth, and it is the goal of Monarch Academy to be a positive impact on the city and most importantly the youth of the city. By incorporating team building skills and conflict resolution into the instructional program we will be able to combat the violence that has swept across Killeen.

Academic advisory period

During the school day it is imperative that students have time to get additional academic support. At Monarch Academy this process will happen during the academic advisory period. During this time, we will have two different support systems occurring. The students that are having trouble with mastery of concepts, determined by grades, will be pulled out of this class by a staff member (paraprofessional, admin, extracurricular teacher) for the Student Support Program. During these time students and their advisor will discuss some of the things that are leading them to have lower grades. The advisor will also at this time reinforce organization, time management, and other studying skills that will ultimately equate to student achieving higher grades.

The other academic process will come from paraprofessionals that have experience in the core subjects. These paraprofessionals will pull out small groups from the academic advisory period of students who are having trouble grasping concepts in the same subjects. Not only will this allow students to work together and build camaraderie within the group, it will also give students the opportunity to learn together and teach one another. In collaboration with the specific teacher of that subject and admin, the paraprofessional will be responsible for putting together a teaching plan for the group of students they pull out. This will also help us prepare students that need extra support for state testing, ensuring they achieve mastery scores.

For students that are not on the Student Support Program they will have the opportunity to study and once a week during this time the teacher will be responsible for discussing with the students different techniques for time management, studying skills, organization, stress management, upcoming community classroom experiences, etc.

Teacher observation and feedback and training

At Monarch Academy we will ensure that the students are getting the world class education that they deserve through their subject master teachers. In order to make sure that the teacher are using the most effective teaching style, the admin will participate in observation and feedback sessions. During the observation the admin will not only observe the teacher but will also record and make note of the effectiveness and management of the class. During the feedback meeting the admin team and the teacher will collaborate and discuss ways to enhance the student's learning experience. This is imperative because the teacher's effectiveness ultimately determines how well the student grasps the concepts and if there is a decision made for needed changes this gives the teacher the opportunity to do this in real time. We will also be working with An Angel's Wing Student Support Services to build a plan to ensure student success.

The overall mission and goal of the founders of Monarch Education is to not only give parents a school of choice but to also give students the opportunity try a different approach to learning. Just because traditional schools are the only option in our city does not mean students should have conform to a system that doesn't work for them. We want to give students the opportunity to have a unique experience when it comes to their education.



Beginning the first year they report fall enrollment, districts and charter operators are rated based on the aggregate results of students in their campuses. While determining the number of campuses requested, applicants should review the 2017 Accountability Manual to determine the Accountability System School Type' that would be applied to the proposed charter school.

I. Applicant proposes to open **ONE** campus by Year 5? Yes ☒ No ☐

II. Applicant proposes to open **MULTIPLE** campus by Year 5? Yes ☐ No ☒

III. 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 and/or requirements.*

Monarch Education Founding Board and School board decided on the number of campuses.

Members of the Founding Board of Monarch Education at least have 2+ years in the education field School Board 50+ years in education field, and experience in opening of schools in Killeen.

IV. 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/r requirements.* NA ☒



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 factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

NARRATIVE (1) - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Establish measurable need(s) for the number of campuses requested with supportive research, theory and/or experience.
- Illustrate clear processes for determining the number of campuses requested with supportive research, theory and/or experience.
- Demonstrate a thorough understanding of the proposed geographic area(s) and/or community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development- citing supportive research, theory and/or experience.

NARRATIVE (1) - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

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

The Monarch Education Founders have discussed and researched many charter school growth models and have determined that because of the size of Killeen, Tx one campus will be ideal for our community at the moment. There are many factors that go into making a decision of this magnitude, but our main determining factor has to do with the Founders and Board Members wanting to focus on providing the highest quality education possible to the students enrolled at our flagship campus. After we have perfected our model and have data to support the success of our school, post year 5, we will then revisit the need for another possible campus in the community. Below is a breakdown of our process for determining the initial number of campuses

Factor 1: Like mentioned above, the Founding Board and Board Members believe that having direct and constant involvement in quality control over the level of education provided at Monarch Academy is key in student achievement. The traditional school system in the area of Killeen, Tx has taken the approach that brings in over 40,000 students into over 30 campuses, but with the large amount of students and campuses our experienced Board Members note that the quality of education greatly decreases as evident in the recent Accountability Ratings. At our flagship campus we want to ensure that every student receives the attention they deserve from every staff member involved with Monarch Academy, from the CEO to the front office administrators. This is accomplished with attention to details that allows everyone to focus on making our flagship campus one of perfection.

Factor 2: Unlike many of the cities in Texas, Killeen/Ft. Hood is lacking an opportunity for parents and students to have a school of choice. Even though there is a charter school in Killeen, Tx, Richard Milburn is a school that focuses on credit recovery for students who have had trouble in a traditional school setting. We believe that this gives many of the students an unfair advantage to students in other cities that have access to high performing charter schools. Having no charter school system available to the students in the area also leads to a traditional school system that has no competition. According to National Alliance for Public Charter School the growth of charter public school enrollment can help improve the overall quality of the public school system. The National Alliance also noted that a study conducted by The Center for Research on Education Outcomes or CREDO at Stanford University showed the competitive effects of charter schools within the District of Columbia public school system. The researchers found that charter competition prompted the largest response when the charter competitor quality is above average and the district's enrollment is stable or declining. Unfortunately, at the expense of the student's education, Killeen's traditional school system does not have any competition to force the best out them. Anyone can tell you that healthy competition brings out the best of any company, this is evident in any business in America, and this fundamental concept is missing from the education system in Killeen, Tx.

Factor 3: Facility Funding is something that we have looked deeply into as we being to bring a beautiful campus to our community of Killeen, Tx. We have been in discussion with Highmark School to set up facility finances into our budget for the next 5 years. The budget for a brand new charter school is vital in the first few years, as the school begin to pave it path and build relationships with the community. So in deciding to build one campus, we are able to ensure that we have adequate finances to fund the hiring and development of the highly qualified team that we are going to need when we open our doors to our students. We have been working hand in hand with Highmark's development team to make sure we find the ideal location within our budget. This will allow us to ensure we are in the best area for parents and students to access our campus with ease. With finances being one of the most important aspects of setting a charter school up for success, we want to ensure we have our flagship campus set up for long-term success in the community.

Factor 4: Community involvement is imperative when it comes to the mission of Monarch Academy. We want our campus to be a hub for parents, students, and members of the community to want to visit and learn in. With our plan to incorporate a garden for our agriculture program and field for our sports team, we want to make sure that the community has a part in what we are trying to accomplish. There is power in letting the youth of the community know that the members of the city care about them and want to be a part of their educational process, and because of this we want our flagship campus to be one of community involvement and interaction. Having one campus be our main campus will allow us to host events where we invite the community to see what our youth is involved in, which will in turn give the students a sense of pride in what they are accomplishing.

Though the Monarch Education director believe that one campus to set up the youth for success if viable for the first 5-6 year. If number of students increase dramatically and there is viable community need and interest in a 2nd campus, the school board and CEO will discuss the expansion of Monarch Academy.

NARRATIVE (2) - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

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

According to the National Alliance for Public Charter Schools, charter school are the fastest-growing choice option in U.S public education. Even with this fact, it is the unfortunate truth that our city of Killeen, Tx does not have a charter school of choice. As evident from the information presented in this application, the city of Killeen, Tx has a large population of 143,400 citizens with an area of only 105.6 mi². As you might imagine from these numbers, our city is much of the time described as a "big, little city" where everyone knows each other. Because of dense population in a smaller area as well as the fact that many of the citizens are involved with Fort Hood, the stakeholders of Monarch Academy have strategically chosen to centrally locate our campus. The cities of Killeen, Tx and Fort Hood, Tx have a relationship as if they are one in the same. Ft. Hood is one of the world largest military bases and accounts for a majority of our neighbor's jobs. Being within 10 miles of Ft. Hood is crucial for making sure parents are able to access our campus with ease. Along with that being centrally located in the area that we anticipate to build, will allow students and parents commuting to the Killeen/Ft. Hood area to have ease of access.

EDUCATION PLAN – Demographic Profile

I. STUDENT DEMOGRAPHIC DATA	First Campus	Occupied District	Contiguous District 2	Contiguous District 3
		Killeen ISD	C. Cove ISD	Belton ISD
African American	40.6	34.6	17.5	6.7
Hispanic	20.6	29.4	25.4	32.9
White	25.4	23.6	43.5	53.6
American Indian	0.5	0.6	0.5	0.6
Asian	1.5	2.4	1.5	1.9
Pacific Islander	0.5	1.9	1.7	0.2
Two or More Races	6.4	7.4	9.8	4.2
Economically Disadvantaged	57	55	54.3	45.1
ELL	5	10	4.1	7.2
At-Risk	30	49.4	39.4	40.4
Gifted & Talented	2			
Special Education	10	11.2	10	11

Rules

District 2 and 3 must be contiguous to the school district in which the first campus will be located.



The term **Occupied District** refers to the traditional school district in which the campus will be located. The term **First Campus** refers to projected enrollment data for the specific campus.



Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit <https://rptsrv1.fea.texas.gov/perfreport/tapr/>

II. Number of charter school campuses currently operating within the Occupied District.

III. Number of traditional school districts within the proposed Geographic Boundary.

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

Pre-K Kindergarten Grade 1 Grade 2 Grade 3 Grade 4
 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10
 Grade 11 Grade 12

NARRATIVE: Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- *Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s).*

Press to Input Narrative Response

Evaluation Criteria A response should:

- OPTIONAL FOR PRIORITY POINT: Propose (and demonstrate) a school campus that will be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years.
- Cite realistic demographic projections and accurate district data
- Demonstrate (and supplement) a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the schools mission/vision.
- Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program.
- Demonstrate (and establish as superior) 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 of instruction will address the needs of the students and their communities- *Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s).*

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

Monarch Academy will be located in Killeen, Tx and will recruit students mainly from Killeen Independent School District as our primary geographic boundary. Being located in Killeen, Tx Monarch Academy also intends to draw students from the surrounding school districts of Copperas Cove, Belton, Temple, and Florence. This is to allow full enrollment and access to students from neighboring cities. Due to the fact that there is a lack of school choice in the area, we anticipate full enrollment.

Due to the fact that Killeen, Tx has a dense population in a smaller area, we intend to specifically target students throughout the city. Our staff and Board members are deeply rooted in our community so we know that the a high-quality school option is in high demand in the area and we intend to maximize our population with students that are under-performing and need an alternative schooling option.

In the city of Killeen there is a large amount of students that are considered at-risk or economically disadvantaged it is imperative to have a secondary education school that caters to their needs. Our community's population includes a demographic that is 34% African American and around 30% Hispanic. Because of this fact, it is important that we include into our curriculum aspects of each student's culture. Also within our community the district number for At-Risk students is close to 50%, and even though there are many secondary schools within KISD, there are not many that are catering to the unique community that we have. With our curriculum that includes multicultural studies and community classrooms, we know that we will be able to engage our students in learning while not only respecting their culture, but also allowing them to become productive citizens in our community during this time of high violence and misdirected energy.

Like mentioned above much of our community of Killeen, Tx and the surrounding community is considered to be economically disadvantaged. Monarch Academy will be located in the attendance zone where TEA reports that the economically disadvantaged average of students is over 50% and the At-Risk average is close to 40%. The Monarch Academy curriculum will be unique to the community as we intend to emphasize TEKS mastery as well as aspects that are not offered in the traditional school systems in the area.

We believe that teaching at a higher level with a campus that allows students to feel that they are a part of the community on campus and in the city will encourage students to perform at the advanced level we know that can achieve at. Unfortunately, there is and has been for some time now a disconnect between our community and the school system. This is not only bad for the youth of the community it is also negative for the community as a whole. We want to make sure we, especially in a community steeped in military history and tradition, that we bring these aspects that we treasure into Monarch Academy's doors. Though the surrounding traditional school systems have had, in past years, an accountability rating, reported by TEA, that has met standard most of the secondary school have not had any distinction designations in the available categories. Along with that, in the 2017 Statewide Middle School Ranking from Children at Risk, majority of the secondary schools in the Monarch Academy projected area received grades of C and lower with some of those even receiving a D- as rating. Only one of the over 20 secondary school in the area received a ranking of an A in the Children at Risk Ranking.


The specific student demographic that we plan to serve is not only very diverse, because of our military community, it will also have many students, like mentioned above that are considered economically disadvantaged and At-Risk. Our curriculum at Monarch Academy will serve to usher in a new, innovative idea of education to our community. Our project based learning curriculum will allow our students to take the information that they gain in a classroom setting and be able to apply it to real life problems and solutions. Like mentioned throughout the application project based learning or PBL will engage our students in our curriculum while they are working through complex situations to come up with a reasonable solution. This vital for us to teach to our youth, of course for the reason of TEKS mastery, but just as important for everyday life situation. At Monarch Academy, we are going to introduce a curriculum to the community that gives all of our students the motivation and cogitative capacity to make good decisions in life and in school. This is important for all of our students, but mainly for our At-Risk students.

With our community classroom, students will be able to get to know members of the community who directly and indirectly impact their everyday lives. This aspect of our school will also allow students to apply the knowledge that they get in their classes to real world situation in their city. This doesn't just allow for deeper understanding, it also allows for students to distinguish why TEKS mastery is important even after they graduate high school and move into the real world. We have a plethora of city leaders that are excited to get involved in students' lives, including the Bell County Justice of the Peace Dr. Claudia Brown who serves on our School Board, to let them understand that they are an important part of our community and one we are going to need them to be the next leaders of the city.

Along with our community classrooms we also intend on incorporating agriculture and finance courses into our curriculum. We are excited about these courses because we believe that they could have huge benefits for our student population and also for our community. Our Ag program will give students the opportunity to learn and understand the science behind growing produce. This is great because it will give students that are considered economically disadvantaged the knowledge to go home and grow fresh produce for a family that might not be able to normally afford it. Along with the knowledge, this program will give Monarch Academy the opportunity to give back to our students and community. All of the produce grown will go home to economically disadvantaged families of our school and of the community. In an Education Week Article about Project-Based Learning and At-Risk students the principal points out how PBL has dramatically improved his campus. The article says that the emphasis of PBL has raised the attendance rate from 23% to about 90%. The principal claimed that the students needed a curriculum to keep them engaged and in class.

Our finance course will also be very important for economically disadvantaged students because it will not only teach them the aspects of finances, it will also teach the families aspects of finances. In both of these courses, community involvement will be highlighted to ensure students understand that we are all here to help one another.

Our proposed education model will engage students in advanced learning that is relevant and unique to our community. At Monarch Academy we want to move away from the traditional way of educating all students one way. We intend on taking in every student and elevating them to their highest potential on a holistic, personal level. Our students will not only master the TEKS they will also be able to gain skills and knowledge that will make them an overall well rounded individual. So many times in the traditional school system student's personal lives are not taken into consideration, which leaves the students feeling isolated and unappreciated. We intend to avoid this and make every student feel as if they belong at Monarch Academy every day from the time they walk into our campus doors until the time that they go home.


 Federal IDEA law requires that all children with disabilities residing in the state, who are in need of special education and related services, must be identified, located, and evaluated (**Child Find**). Charter schools must have the capacity to provide: (a) full array of nondiscriminatory evaluation services; (b) full array of special education services and related services; and (c) full continuum of placement options to students with: autism, deaf-blindness, auditory impairment, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, learning disabilities, speech impairment, traumatic brain injury, visual impairment, and/or a student is classified as non-categorical (which are students between ages 3-5 who are evaluated as having an intellectual disability, an emotional disturbance, specific learning disability, or autism.)

I. Identify person(s), position(s), and/or entities that will be responsible for implementing Special Education requirements with fidelity. Applicant must include Education and Experience requirements.

CEO/Superintendent- Special Education Certified, Special Education Experience 2+ years
Special Education Coordinator- Special Education Certified, Special Education Experience 2+ year

II. Identify person(s), position(s), and/or entities that will be responsible for implementing required services/assessments for **English Language Learners** with fidelity. Applicant must include Education and Experience requirements.

CEO/Superintendent- SPED Cert
Special Education Coordinator- SPED Cert, ELL Cert , 2+ years experience

 A charter school, like all other public schools, must provide a **Continuum of Alternative Placements** to students with disabilities. This continuum includes the following placement options, as noted in 19 TAC §89.63, Instructional Arrangements and Settings. (a) Mainstream, (b) Homebound, (c) Resource Room/Services, and (d) Self-Contained (mild, moderate, or severe) Regular Campus.

III. Identify person(s), position(s), and/or entities that will be responsible for implementing any screening and/or services for Gifted and Talented students. Applicant must include Education and Experience requirements.

Special Education Coordinator- SPED Cert, 2+ years experience
ELL certified Teacher- 2+ years

NARRATIVE (1) - Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *Include specific reference to budget amounts that will facilitate effective Child Find requirements and adequate continuum(s) if alternative placements.*

NARRATIVE (2) - Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and assessed to measure progress in learning the English language. *Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas Essential Language Proficiency Assessment System (TELPAS).*

NARRATIVE (3) - Discuss plans to provide any screenings, accommodations, instruction, and (or) placements for Gifted and Talented students. *Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.*

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Presents detailed plan to implement all required screenings, accommodations, instruction, and placements for students requiring special education and provides clear evidence to support the proposed plan.
- Demonstrates thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education.
- Presents detailed plan to ensure that English Language Learners will be taught the academic English that they will need for school purposes, and assessed to measure progress in learning the English Language and provides clear evidence to support the proposed plan.
- Demonstrates thorough understanding of the English Language Proficiency Standard [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS].
- Presents detailed plans to provide screenings, accommodations, instruction, and/or placements for gifted and talented students or provides a clear rationale for the exclusion of such services.

NARRATIVE (1) - Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. *Include specific reference to budget amounts that will facilitate effective Child Find requirements and adequate continuum(s) if alternative placements.*

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

Monarch Academy will located in the Killeen ISD school district. "During the 2014-15 school year, KISD had a district enrollment of 42,638 students with 4,802, or approximately 11.3 percent, receiving special education services. This percentage is slightly population grew 9.4 percent in numbers, and 5.6 percent as a percentage of total enrollments. KISD serves special education students with diverse needs. Based on state disability categories, the majority of special education students are specific learning disabled (37.7%) or classified as speech or language impaired only (17.5%)" (Gibson Consulting Group, 2017).

Monarch Education aims to provide grade-level academics for all our students and provide developmentally appropriate social, behavioral, and emotional experiences, this includes students whose achievement level diverges greatly from that of his or her peers. Our goal is to keep students on track academically with their peers as close as possible.

If needed, Qualified Educational Diagnosticians, Speech and Language Pathologists, will conduct assessment and other related services specialists in needed. Any students suspected of having a disability that would qualify them for special education services will be referred for an assessment. This group of professionals is responsible for re-evaluation at least once every three years to determine continued eligibility for services as well as initial evaluation services.

Teachers will observe the student's performance in the classroom and parents may share their concerns about their child's performance to the teacher or the student counselor. Each student who receives special education services has an individualized plan for progress. A team develops the plan, which follows an ongoing process with predictable stages. The student's plan is called the IEP (Individualized Education Program), and the team that designs it is a committee made up of the parents, the student (depending on age), and a number of school professionals, each representing different roles.

ARD/IEP committee members include the following:

1. Parent/legal guardian or surrogate parent
2. At least one special education teacher or service provider
3. At least one general education teacher
4. School representative or administrator
5. An individual who can interpret instructional implications of evaluation results
6. Student, when appropriate, including when transition services are discussed
7. Other individuals who have knowledge of the student
8. Representatives of any participating agency potentially responsible for providing transition services, as appropriate
9. Others for specific situations, such as a member of the Language Proficiency Assessment Committee (LPAC), a representative of Career and Technology Education (CTE) when considering CTE classes, or a teacher certified in the education of visual or auditory impairment

Response to intervention will be provided using a three-tier system, Which will be as follows:

Tier one – High Quality Classroom Curriculum & Instruction Universal Screening to Identify Struggling Learners

Tier two – Small Group Instruction

Tier three – Intensive Intervention

Interventions are introduced based on the complexity of the students needs. Monarch Education will start first with interventions that create the least amount of disruption in your child's school experience. Early interventions might include things as simple as moving the student's seat in class, providing some quick extra checks for comprehension, or giving visual instruction.

The ARD/IEP team, teachers and administrators will ensure that all required screenings, accommodations, instruction, and placements for students requiring special education is implemented.

"KISD STAAR passing rates for special education students are significantly below the state standards, but generally at or above the state average and peer district averages. Student performance ranges widely based on disability level, even in light of the modified and alternate assessments. Another factor that could be affecting KISD's STAAR passing rates is the higher percentage of total enrollment served in special education relative to the state average and to peer district percentages. Fewer KISD students are exposed to the general education programs" (Gibson Consulting Group, 2017). Students at Monarch Academy will be served in the mainstream population.

<https://www.killeenisd.org/departments/c875/documents/SpecialEducationBrochure.pdf>

Internal Audit of Special Education For the Killeen Independent School District (2017). Prepared and Submitted by Gibson Consulting Group. <https://www.killeenisd.org/frontPageV3/ser/KilleenISDSpecialEducationAudit.pdf>

Parent Handbook For Special Education (2017). Region 13 Education Service. http://www4.esc13.net/uploads/facilitatingIEPs/docs/SPED_ParentHandbook.pdf

NARRATIVE (2) - Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and assessed to measure progress in learning the English language. Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas Essential Language Proficiency Assessment System (TELPAS).

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

Monarch Education recognizes that meeting the needs of English Language Learners is a critical component of developing proficient students in each grade level. "TELPAS fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). TELPAS provides performance data used to fulfill state and federal reporting requirements. Student performance is reported in terms of four English language proficiency ratings: beginning, intermediate, advanced, and advanced high (Texas Student Assessment Program Interpreting Assessment Reports, 2017).

There will be two certified teachers who will be able to conduct the assessment. Assessments will be conducted in a quiet place. These assessments are not designed to measure mastery of content with a pass or fail score as learning a second language takes time. It will provide the necessary information to provide the required services to the students, which are in need of them. "The TELPAS assessment results provide a measure of progress, indicating annually where each ELL is on a continuum of English language development designed for second-language learners. This continuum is divided into four proficiency levels: beginning, intermediate, advanced, and advanced high" (Texas Student Assessment Program Interpreting Assessment Reports, 2017).

English Language Learners will be taught in the following ways:

1. The educational material will be made visual
2. Group work will be built into each curriculum
3. The teachers will communicate with ELS teacher on a regular basis
4. The teacher and the students will honor the silent periods
5. Where possible, students will be paired with a student that is proficient in their native language
6. Unique cultural vocabulary will be recognized and addressed
7. Sentence frames to give students practice with academic language.
8. Teachers will pre-teach

9. Teachers will learn the cultural background of the students
10. Each students will be respected

12 Ways to Support English Learners in the Mainstream Classroom (December 11, 2014). Gonzalez, J. Cult of Pedagogy. <https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/>

Texas English Language Proficiency Assessment System (TELPAS) (2017). Texas Student Assessment Program Interpreting Assessment Reports

NARRATIVE (3) - Discuss plans to provide any screenings, accommodations, instruction, and (or) placements for Gifted and Talented students. Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.

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

Texas Education Agency describes a gifted/talented student as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field. (Texas Education Code §29.121)

Our curriculum at Monarch Academy will be developed and taught at a higher level by subject educated teachers. This means that not only will our Gifted and Talented students feel challenged by our course offerings, all of our students will be subjected to a challenging, engaging curriculum. Gifted and talented students will also have the option to enroll in AP and Honors courses at an earlier grade level than the traditional school systems.

Monarch Academy will comply with The Texas State Plan for the Education of Gifted/Talented Students (State Plan) - revised 2009, the exemplary program. Policies will be adopted by the school board and implement by the administrative team and the teachers. Like mentioned previously, our curriculum in each subject area will be designed to challenge all of our students academically. Further opportunities will be provided through extra-curricula activities, such as:

1. Book Clubs
2. Spelling Bees
3. Chess Club
4. Music Club
5. Arts and Craft club
6. Science Club
7. Technology Club

Monarch Academy will ensure that students who participate in Gifted/Talented services demonstrate skills in self-directed learning, thinking, research, and communication. Gifted/Talented students will be required to develop innovative products and sophisticated performances that reflect individuality and creativity. Teachers will be trained to develop modifications for the students, in the mainstream classroom. Specialists in content areas, instructional techniques, and gifted/talented education will evaluate the gifted/talented program, and modifications, through collaboration. The trained administrators will monitor the development and delivery of curriculum for gifted/talented students at the end of each semester.

Student progress/performance in response to gifted/talented services will be assessed at the end of each

semester using standards developed by experts in the areas served. Results are communicated to parents or guardians. Based on the student's area of interest they will be paired with a mentor from the community. The Campus based committee will meet annually to identify students who may need these services.

Gifted and Talented Education (2017). https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Texas State Plan for The Education of Gifted/Talented Students (2009). Texas Education Agency.

I. The applicant plans to use: ☒ locally-developed curriculum; or ☐ purchased curriculum

Explain if the curriculum is a mixture of the two, cite curriculum author(s).

Monarch Academy will use a mixture of original curriculum along with purchased curriculum. Below is the curriculum we intend to purchase:

Saxon Math

The details of the Monarch Academy Curriculum are detail in the below narrative.

II. Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?

Including educational or experience requirements.

The Directors along with the Board believe that the TEKS path for our curriculum is best for preparing students for college. Because we want to make sure our students are well prepared will have many positions involved in making sure we are properly aligned with the TEKS.

The positions that will be involved will be the Superintendent, Head of School, and Director of Curriculum and Instruction. The Director of Curriculum will spend the most time involved with this process.



Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§ 12.108 for additional information governing tuition and fee restrictions.

III. Provide teacher to student ratio(s) for each grade level proposed.

5th-8th

20:1

Post Year 1-4

9th-12th

20:1

NARRATIVE (1) - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain 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.

Describe how the curriculum will align with the Texas Essential Knowledge and Skills

NARRATIVE (2) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response

Evaluation Criteria

A response should:

- Clearly distinguish itself from educational/ instructional models currently implemented within the geographic boundaries.
- Describe a foundation and enrichment curriculum which clearly demonstrates alignment to the Texas Essential Knowledge and Skills (TEKS) standards.
- Clearly align the proposed curriculum with the general and unique needs of the target population and community using supportive research, theory and/or experience.
- Describe a consistent and robust plan to evaluate the proposed curriculum; including but not limited to, time lines, stakeholders, staff positions, and identifiable metrics that will determine success and/or necessary realignment.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program - with associated budget cost(s).
- If applicable, provide an adequate rationale for not providing any special programs or extracurricular activities.
- Present well designed extra curricular activities and programs.

NARRATIVE (1) - Describe the proposed educational program(s)- 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.

At Monarch Academy we plan to introduced a curriculum that is intended to challenge the students as well as allow them to gain the skills necessary to become productive citizens throughout their lives. While the Killeen, Tx is mainly a mixing pot of ethnicities, it is home to a large majority of students who are classified with a low socioeconomically status. According to TEA, approximately 55% of students in KISD are considered economically disadvantaged. Along with that, because of our military base we will also have many students who have been transplanted from another city. In both cases, making sure the student understands that the Monarch Academy staff and the community care about their education is vital. We understand and believe that student, parent, and community involvement are key to creating an environment conducive of academic mastery and achievement.

Key components that we intend to incorporate into the curriculum of Monarch Academy include: TEKS aligned curriculum instruction, Community Classroom, and PBL instruction. Like mentioned in sections of this application, Yellowstone College Prep does a great job at incorporating this into their curriculum. With the same goal of educating the youth of the community through a rigorous curriculum that challenges that student, but also builds relationships with the student we will not only prepare students for college, but also give students a sense of pride in their community.

The Monarch Academy will be completely aligned with the TEKS. We know and believe that a TEKS aligned curriculum will set our students up with the foundational knowledge to be prepared for grade advancement and also college. All of the programs we intend to incorporate into our curriculum will be 100% aligned with TEKS and approved TEA. This will not only ensure students are prepared for mastery of state assessments, but also ensure competency of the knowledge delivered to the students.

Project-Based Learning

Project Based Learning or PBL according to Buck Institute for Education is a method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Projects are focused on students learning goal and include the following Essential Project Design Elements:

Key Knowledge, Understanding, and Success Skills- The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.

Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.

Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.

Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.

Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.

Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

Critique & Revision - Students give, receive, and use feedback to improve their process and products.

Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

At Monarch Academy we believe that incorporating aspects of PBL into our TEKS aligned curriculum will ensure that our students are well developed in critical thinking and decision making skills.

Students will also have the option and be strongly advised to take Honors and AP courses to ensure college credit. This will not only lead to a higher chance of acceptance into college, but it will also help families in

the community be more resourceful. This is something that will be discussed upfront with families, and will also be a focus of the staff of Monarch Academy. All course will be taught at a Pre-AP or Honors level to prepare student for getting high scores on AP tests. This will also allow our students to be prepared for college admission exams.

TEKS Aligned Curriculum:

All of our curriculum will be TEKS aligned and will include material approved and recommended by Texas Education Agency from the current Instructional Materials Adoption Bulletin.

The curriculum that we intend to use for our math program is Saxon Math. Our Head of School, in his time working with students in a charter setting, has noticed how well students perform not only in their math courses, but also master the TEKS and state assessments. The Saxon Math Curriculum has an incremental structure that distributes content throughout the year. The integrated and connected approach provides deep, long-term mastery of the content and skills for in the Common Core State Standards. Saxon Math used in our curriculum to be:

Incremental: Students have time to understand and practice lesson. Incremental Concepts are taught in small, approachable progression.

Distributed: Students have time to practice and master previous concepts. Distributed Increments are spread throughout the year, building in complexity, so that by the end of the year students have reached a deep understanding and fluency.

Cumulative: Students are ready for high stakes assessments. Cumulative Practice and assessments include concepts from the most recent lessons as well as from earlier in the year, ensuring students retain all concepts and can make connections between them.

Though our curriculum will not be Montessori, in our math department will allow students that have excelled in math to test into higher level math course. The following is the progression through math for a typical student.

5th grade: Mathematics 5

6th grade: Mathematics 6

7th grade: Pre-Algebra

8th grade: Algebra

9th grade: Geometry

10th grade: Algebra II

11th grade: Pre-Calculus

12th grade: Calculus (AP option)

Our Social Studies curriculum will be based off and use textbooks from McGraw Hill Education which are specifically TEKS aligned and used successfully by many districts in Texas. We will also use History Alive curriculum. At Monarch Academy we intend to use PBL throughout our curriculum and we believe that using TCI Social Studies Alive! Programs will allow us to capture those aspects into history courses. The TCI message is that their program will teach students the world around them in ways that make them exciting to learn every day. We want our students to not just learn history, but to also understand why history is important and apply it to their everyday lives. Our multicultural courses will also be run through the Social Studies Department. Like mentioned throughout the application, multicultural studies are an important cornerstone for Monarch Academy. In our community we want our students, especially in a military town, to understand and respect other students and citizens culture. This idea goes hand-in-hand with 5th social studies and will be an excellent introduction to students as they begin to analyze and interact with the world around them.

5th: World History

6th: Multicultural Studies

7th: Texas History

8th: United States History

9th: World Geography (Honors)

10th: World History (Honors)

11th: United States History (AP)

12: Government/Economics (AP/Dual Credit)

Science: At Monarch Academy we want to have students who are not only well prepared to take master the STARR exams, but also ready to master AP courses and to also be adequately prepared for college. Though we will not be a STEM academy exactly, we do intend to have course that will offer a deeper understanding of science and how students can tie that into everyday situations. We are also excited to introduce an Agricultural Course and afterschool program to the students of the community. Like mentioned throughout the application, this allows students to understand the science behind growing

food, and also, if necessary, take this information home to help provide for their families. Many families in the community are considered low socioeconomic, this will allow students to provide fresh, healthy produce to their families that are not able to much of the time have access to them. We intend to develop most of our science curriculum in house based off of our HOS's experience and expertise involving science and also expertise involving TEKS alignment from our curriculum coordinator. For the AP courses we intend to use the direction laid out by College Board.

5th Grade: Science 5 (Intended to also prepare students for different science disciplines in higher grades)

6th Grade: Biology 6, and Chemistry 7

7th Grade: Biology 7, Chemistry 7

8th Grade: Biology 8, Chemistry 8

9th Grade: Biology (Honors), Chemistry (Honors)

10th Grade: Physics

11th Grade: AP Biology/AP Chemistry

12 Grade: AP Physics, Technology, variety of offered upper level sciences

English

5th: English Language Arts 5

6th: English Language Arts 6

7th: English Language Arts 7

8th: English Language Arts 8

9th: English Language Arts I (Honors)

10th: English Language Arts II (Honors)

11th: English Language Arts III (Honors or AP)

12th English Language Arts IV (AP/Dual Credit)

Like mentioned previously, Yellowstone College Prep is doing a great job at involving the community into the curriculum they built. At Monarch Academy, we believe that this is vital when it comes to our community and some of the issues we are trying to resolve. The Community Classroom experience will not only allow us to invite the community into our school, it will also allow our students to get involved in the city that they call home. We intend to have our students out in the community, working with not only leaders, but also citizens of the community, at least twice a week. Though this will be as a school, and will ultimately be worth credit for the students, we want to develop relationships that will make the students want to get out and help build up their city. Though most of this will take place afterschool and on weekends, we do intend to have specific days set out during the month.

The CEO/Superintendent of Monarch Academy, who is Special Education Certified, will work with the Special Education Coordinator to ensure that we are in compliance with federal and state Special Education requirements mandated the Individuals with Disabilities Education Act.

Certified ELL teachers will ensure that we are in compliance and the students are accommodated as needed.

https://www.bie.org/about/what_pbl

<http://www.hmhco.com/shop/education-curriculum/math/saxon-math>

NARRATIVE (2) - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

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

The Directors and Board Members involved with Monarch Academy have lived in and been involved with the community of Killeen, Tx for many years. We understand the dynamics, the demographics, and uniqueness that come with the city that we call home. Our city of Killeen, Tx is home to many citizens that are considered economically disadvantaged, and have a hard time focusing on education when they just want to make sure they provide for their families. Along with this, our community is home to many families that include veterans from one of the largest military bases in the nation. Due to this fact, it is imperative that our curriculum and school community is one that fosters creative, high level thinking and whole community support system.

Many students that are a part of families that are considered low income have a hard time focusing in school because of at home issues and situations. When they go to school, the only thing on their mind

much of the time is family financial issues and even family support issues. Because of this, we want to insure an environment where students don't only feel supported by their school but also supported by their community. Through our student support program, students will have a staff member to rely on when there are any issues preventing them from excelling in their studies. Along with this, have courses in finances and agriculture that could help students with their at home situations. If you have ever been around a kid, you surely know that they can't wait to get home to tell their parents what they learned. We want to capture that interaction and make it a conversation that can positively help a family situation. Whether that is a student talking to parents about balancing a check book, or convincing the family to start a small family bank account, to even having the family start a small garden for fresh produce, all of this information could be influential in turning a family's situation around for the positive.

We also want to ensure that we set up students that are a part of a low income situation for success in college, financially and academically. This is important for all of our students, but we understand how this part of our curriculum could positively affect this demographic of our students. At Monarch Academy, starting in the 6th grade, we intend to begin preparing student for Honors and AP courses. Beginning course like Biology and Chemistry and an early grade, and building on the information every year, will allow students to have a deep understanding of the knowledge needed to pass AP courses in higher grades. This will in turn lead to students getting college credit and spending less time and finances at a university. In the US studies show that students going to a university spend on average close to \$16,000 per year. In a low income family, this would discourage many parents from encouraging their children to pursue college. After graduation from Monarch Academy though, we intend on having student go to college with not only scholarships raised by the school and the community, but also with a lower overall college bill because of already credited college courses.

Project Based Learning aspects of our curriculum will allow students to engage in thinking and processes in for real world applications. Researchers claim that "PCL uses active learning process to take students various learning styles and preferences into account." We understand that this is vital for capturing the students' natural curiosities of the world and more specifically the community around them. With our involvement with the community we will be able to only have student complete projects on core subjects but also over community issues and processes. With this, students will be able to understand, and maybe one day, be involved with change for the betterment of the community.

Community involvement will be critical for the success of Monarch Academy. This is why we have developed and adopted a curriculum that will include community classrooms. This is a concept that we found perfect for our youth while doing out research about other schools in troubled communities. In doing our research we came across Yellowstone College Prep and found their commitment to teaching children with this unique curriculum invigorating. We want to capture the essence of Community Classroom and cater it specifically to our youth. Yellowstone claims that "every experience will help reinforce student understanding of the TEKS- aligned curriculum through real-world situations". We believe that our students will benefit immensely from the application of knowledge to actual situations.

NARRATIVE (3) - Describe the plan and schedule to evaluate the proposed curriculum.

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

Teachers and admin at Monarch Academy will be able to assess and evaluate the curriculum in many of the assessment and activities that are given throughout the school year. Below is a list of assessments and activities that will be used by teachers and admin to check for comprehension.

High Stakes Assessments:

Midterm Examination- All grade levels

End of Year examination- All grade levels

STARR examination- Specific grade levels

Eoc- High School

AP examination- Specific grade levels.

Along with the teacher will check for understanding of the curriculum using normal class examinations, class assessments, projects, and class activities.

Admin will also be able to assess the level of understanding when initiating and implementing the student support and academic support programs. Advisors will be able to note who students are advancing through the year. This will allow the Board to have metrics for school performance and suggest adjustments as needed.

NARRATIVE (4) - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

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

Monarch Academy plans on offering many of the traditional extracurricular activities that most students are accustomed to including but not limited to: Band, Tackle and Flag Football, Basketball, Baseball, Cross-Country, Orchestra and much more. We also plan to offer less common extracurricular activities such as our Ag program and community outreach program. Upon enrollment student will be informed of extracurricular offerings.



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels [ie. elementary, middle, and(or) high school]. The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). 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 responses.

GRADE LEVEL: 7th Grade

UNIT/SUBJECT: Science/Biology

Insert responses in boxes below. Each box will expand after you insert text.

Student Expectations/Learning Outcomes

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

The directors of Monarch Academy believe that in order for students to be successful, the class as a whole needs to be able to articulate the lesson at hand. Through a well structured environment and extra guidance from our paraprofessionals students will be able to lead themselves in group learning to enhance their understanding. Upon completion of this unit students will be expected to develop understanding in the following topics:

The structure and function of cells- Students will be able to differentiate between structure and function in plant and animal cells.

Texas Essential Knowledge and Skills

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

SCI.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards.

SCI.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology.

SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.

SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.

SCI.7.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, including examining all sides of the scientific evidence of those scientific explanations so as to encourage critical thinking by the student.

SCI.7.3B Use models to represent aspects of the natural world such as human body systems, and plant and animal cells.

SCI.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials.

SCI.7.3D Relate the impact of research on scientific thought and society including the history of science and contributions of scientists as related to the content.

SCI.7.4A Use appropriate tools to collect, record, and analyze information as needed to teach the curriculum.

Part 1: Cell Theory

SCI.7.12F Recognize that according to cell theory all organisms are composed of cells and cells carry on similar functions such as extracting energy from food to sustain life.

Part 2: Cell Structure and Function

SCI.7.12D Differentiate between structure and function in plant and animal cell organelles including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole.

SCI.7.12E Compare the functions of a cell to the functions of organisms such as waste removal.

Add Another Course Scope and Sequence



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels [ie. elementary, middle, and(or) high school]. The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). 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 responses.

Essential Questions

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

- 1) Using the knowledge you have about animal and plant cell structures, why would it be more beneficial for plant cells to have a larger vacuole than animal cells?
- 2) While conducting a scientific experiment, it is important to follow the scientific method. Why is the hypothesis a vital part of this process?
- 3) How does understanding that cells are the fundamental unit of life lead to the development of the other parts of the cell theory?
- 4) Anton Van Leeuwenhoek is considered one of the main developers of the microscope. Which scientists, that we studied, directly benefited from this invention?
- 5) Muscle cells tend to have a higher number of mitochondria. Why do you believe that this is necessary?

Differentiation

How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student?

If accommodations are needed the SPED coordinator will work with the teacher to come up with a plan for instruction. Teacher will also do the following as needed and directed:
 Teacher will provide notes as needed
 Teacher will allow extended time if needed
 Teacher will provide extra explanation if needed
 Teacher will allow student to be tested in required environment (i.e. quiet room)
 Teacher will allow extra time on assessments as directed

Materials and Resources

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

Provided by Monarch Academy- Science/Biology Textbook, Grade 7, Cells PowerPoint and Notes, Lab equipment.
 Provided by the student- Scientific Calculator (TI brand, but any will be sufficient), Laboratory Notebook, Basic school supplies (i.e Blue/Black ink pens, Pencils, Notebook paper).

Student Activities

What will students do to demonstrate their learning? Where applicable, clearly indicate how the activities related to the TEKS, how formative assessments will be made, and how the activities can be tiered of differentiated to accommodate different learning abilities.

Bell Work
 Group discussion
 Guided note taking
 Modeling practice (both student and teacher led)
 Exit Ticket
 Unit Exams- Test students on TEKS Mastery (accommodations listed above)

Add Another Course Scope and Sequence



Provide a sample **Course Scope and Sequence** for one foundation subject/unit for each division of grade levels [ie. elementary, middle, and(or) high school]. The scope and sequence must identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). 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 responses.

Assessments

What common assessments (formative and/or summative) will be used to measure student progress and achievement?

Midterm Examination- course specific

End of Course Examination- course specific

Add Another Course Scope and Sequence

I. The applicant will serve Elementary and/or Middle School [any grades Pre K - grade 8]. Yes ☒ No ☐

II. The applicant will serve High School [any grades 9 - 12]. Yes ☒ No ☐

III. Proposed district-level matriculation rates (in percentages)

Year One Year Two Year Three Year Four Year Five

Sections IV-VI are for applicants who will serve High School [any grades 9-12].

IV. Identify person(s), position(s), and/or entities that will be responsible for implementing Personal Graduation Plans, where applicable.

High School Counselor
Director of High School Programs
Director of Middle School Programs

V. The applicant will offer the following endorsement(s): Check all that apply

Arts and Humanities ☐ Business and Industry ☐ Multidisciplinary Studies ☒ Public Service ☐ STEM ☐

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

NARRATIVE (1) - Discuss promotion and retention requirements for all proposed grades.

NARRATIVE (2) - Identify and discuss additional features of the educational model and/or course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.

Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.

Also include strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.

NARRATIVE (3) - Define and discuss metric's that will be used to assess successful transition between grade level; school type (elementary to middle to high school); and/or post graduation.

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and/or courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify specific outside (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation.

NARRATIVE (1) - Discuss promotion and retention requirements for all proposed grades.

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Community involvement will be critical for the success of Monarch Academy. This is why we have developed and adopted a curriculum that will include community classrooms. This is a concept that we found perfect for our youth while doing out research about other schools in troubled communities. In doing our research we came across Yellowstone College Prep and found their commitment to teaching children with this unique curriculum invigorating. We want to capture the essence of Community Classroom and cater it specifically to our youth. Yellowstone claims that "every experience will help reinforce student understanding of the TEKS- aligned curriculum through real-world situations". We believe that our students will benefit immensely from the application of knowledge to actual situations.

An example of this process and be illustrated in applying the TEKS for 7th grade Science, which will be 7 Biology and Chemistry at Monarch Academy to situations in the community. The Scientific Method. All Monarch Academy students will be required to complete required credits to be promoted to the next

grade. In our community it is imperative that we develop our students at Monarch Academy to that the skills and fundamental knowledge for mastery of not only core subjects but also TEKS. Students must also pass required school administered comprehensive exams at the end of the year along with state assessments in the designated grades. Like in the most school systems, including the local school system, students must achieve a grade of 70% or higher in all core classes in order to be promoted to the next grade.

These core classes include:

All sciences specific to the grade level (i.e. Biology 7, Chemistry 6)

English

History

Math

Like mentioned above and in other parts of the application there will be a huge emphasis on the high stakes tests given by the school at the end of the year. These tests will be written by a team composed of the HOS, Dean of Curriculum and Instruction and teachers in the subject. There will also be a high stakes midterm exam in the middle of the year that will serve to prepare students for the End of Year exam and to also show teachers and admin how well the students are grasping the concepts. In order to promote to the next year students will need to pass the End of Year exam in all core and language courses. The midterm exam will be weighted heavily (at least 50% of the grading period) therefore passing this exam will also be vital for success.

When we introduce High School to Monarch Academy promotion to the next grade and graduation will require specific course requirements. Just like in any school system, traditional or charter, there are required course, laid out by TEA, that all students across Texas need to take. Though our students will be taking many of the same course offered at other schools, the level that the courses are taught at will be significantly different. Like previously mentioned in other sections of the application we intend to have our high school students enrolled in honors level and AP courses starting in the 9th grade and all the way through 12th grade. This will ultimately lead to our student not only being prepared for college, but also being in a position where they will financially benefit from getting college credit in high school. There are different plans that high school students are able to be on in the areas traditional school system. At Monarch Academy we intend to have all of our students graduate with at least enough credits, 26, for the recommended graduation plan with the option to take the extra language course to achieve the distinguished designation. During academic advising before admission and at the end of each school year, we will inform students of the benefits of taking this path. The credits that high students will need for graduation are laid out by TEA and listed below:

English- 4 Credits

Math- 4 Credits

Social Studies- 4 Credits

Science- 4 Credits

Foreign Language- 3 Credits in the same language (2 for recommended plan)

Speech (Communication)- .5 Credit

Fine Arts- 1 Credit

Elective- 4.5 Credits

Due to the fact that our curriculum will serve to have students prepared for college, the enrollment in AP course will aid in fulfilling the needs for the distinguished plan. With that our Project Based Curriculum will give students the opportunity to complete original research project to complete the requirements of advanced measures for the distinguished plan. The student will be encouraged to complete a project based on community aspects or needs. High school will also be required to take and pass the high stakes

End of Year exams and Midterm exams for promotion to the next grade. In the AP courses the AP examination will be used as the End of Year exam since that is what the course ultimately lead to. Along with these exams, students will also have to achieve the required passing score on the state assessment STARR and EOC exams.

Along with these requirements students will also have courses and requirements unique to Monarch Academy. Due to the fact that we want to not only aid in reducing crime of our city, but that we want to also holistically prepare students for the world outside of school students will also have to participate in and pass the following courses:

Interpersonal Skills
Agriculture
Finances
Multicultural studies

With our Student Support program that we will have going on throughout the whole year for student in need of extra support, we will also use the Student Success Initiative (SSI). SSI was enacted by Texas Legislature in 1999 with the goal of ensuring that all students receive the instruction and support the need to be academically successful in reading and mathematics. TEA assures "that the effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs." These are all aspect that we intend to have embedded in the culture of Monarch Academy and because of this SSI will be a great tool for admin as we build support team for our students.

NARRATIVE (2) - Identify and discuss additional features of the educational model and/or course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.

Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.

Also include strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.

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

Monarch Academy intends on offering students the highest quality education possible. With that, there will be offerings and assistance outside of the required curriculum ensure students success in higher grades and post high school. This is one of the cornerstones of Monarch Academy, because we want to work to actively raise the grade and standard of the Postsecondary Readiness in the area. In the recent 2015-16 A-F Rating from TEA preformed as a preliminary grading system for districts that will officially be issued for the first time in 2018, Domain IV: Postsecondary Readiness is measured by whether students are on track for success in postsecondary life: in college, a career, or the military. In middle school, which is where Monarch Academy will begin in year one, Domain IV are based on the chronic absenteeism rate and the annual grade 7 and 8 drop out rate, if available. In the district of Killeen ISD all the middles schools, with the exception of Union Grove Middle School which received a C, received a grade of D or a failing grade of F. Though there are many determining factors that are not outlined here, the goal at Monarch Academy is to receive all A's in this grading system by the end of year 2, especially in the postsecondary readiness domain.

To ensure this, Monarch Academy, like mentioned throughout the application, will have a curriculum that will have community involvement build directly into it. The community aspects of our curriculum will stretch beyond the community classrooms and will also encompass involvement from local community colleges and universities. Members of the founding board have graduated from local universities and have been in contact regarding potential partnerships. Upon charter approval, the Community Outreach Coordinator

and Director of Programs (middle school and high school after year 1) will be responsible for working with colleges and universities as well. Below is a list of school Monarch Academy intends to work with to facilitate transitions from high school to college:

- Central Texas College
- Temple College
- Texas A&M- Central Texas
- University of Mary Hardin-Baylor

Like mentioned before, Killeen,Tx has one of the largest military bases in the nation, Ft.Hood, and this is something we are proud of and support. Monarch Academy also intends to work with Ft.Hood that students that want to serve in the military are prepared for the transitions into service.

Monarch Academy also intends to work with local community businesses to provide support services, educational materials/experiences, and after school activities. At Monarch Academy, community is what will make our students successful and feel as if they are a part of something bigger. The founding board have been in contact with many organizations and businesses that will aid in preparing students for mastery of TEKS and promotion to the next grade. The following list are potential partnership upon charter approval that the founding board have contacted or intend to contact:

- Killeen Public Library
- Bell County Museum
- 1st Cavalry Division Museum
- 3rd Cavalry Museum
- Temple Railroad and Heritage Museum
- Local Clinics and Hospitals
- Holistic Life Foundation, INC
- Black World Book- Multicultural studies educational material
- Educated Angels- Support students as mentors
- Transforming Life Center
- Texas Motivate the Youth Inc

The Monarch Academy founding board has also been working with and have closely built relationships with many city leaders and officials, some of which have chosen to serve on the school board. Below is a list of public offices that will be incorporated into our curriculum:

- Bell County Courthouse
- Killeen City Hall
- Killeen Historic District
- Killeen Arts and Activity Center

Monarch Academy will have the Multi-Disciplinary Studies Endorsement. This will directly tie into our high level curriculum, because to do so students will need to take certain required courses. According to TEA students earn an endorsement by completing the curriculum requirements for the endorsements, including 4th credit of math and science and 2 additional elective credits. The Multi-disciplinary Studies endorsement require one of the following:

- 4 advance courses from other endorsements
- 4 credits in each foundation subject area, including English IV and Chemistry and/or Physics
- 4 credits in Advanced Placement, IB, or dual credit selected from English, Mathematics, Science, Social Studies, Economics, LOTE, or fine arts

Students will have the opportunity and will be encouraged to enroll in AP courses starting in 8th grade.

NARRATIVE (3) - Define and discuss metric's that will be used to assess successful transition between grade level; school type (*elementary to middle to high school*); and/or post graduation.

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

Monarch Academy will mainly use the Texas Accountability Rating Systems as the main metric to determine successful transition between grade levels. Monarch Academy will also assess student success rate after moving on to the next grade..Post graduation assessment will be based off of the same standards used to the Texas Accountability Rating.

NARRATIVE (1) - If applicable, describe an average school day for Ming, a student enrolled in your early education program. Provide *allotted time, time of day, name, and description of each program/activity* that guide Ming's school day? In addition, how will her school-day experience set itself apart from the average school day at surrounding early education programs?

NARRATIVE (2) - Describe an average school day for Cameron, a student who routinely demonstrates behavioral challenges in (and outside) the classroom. In addition, how will his school-day experience set itself apart from the average school day at his last school?

NARRATIVE (3) - Describe an average school day for Ainslee, a student who routinely encounters academic challenges in reading and math. In addition, how will their school-day experience set itself apart from the average school day at their last school?

NARRATIVE (4) - Describe an average school day for Ezra, a student who must use a wheelchair. Include any accommodations and support services to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

NARRATIVE (5) - Describe an average school day for Tracy and Hassan; two students who quietly suffer from bullying regarding their sexuality and religion (respectively). Include any support services, disciplinary actions, and follow-up(s) to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

Press to Input Narrative Response

Evaluation Criteria

A response should:

- Provide a clear sequence of events throughout each student's school day.
- Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.
- Establish clear and reasonable support for each students' experience, instruction, and/or accommodations.

NARRATIVE (1) - If applicable, describe an average school day for Ming, a student enrolled in your early education program. Provide *allotted time, time of day, name, and description of each program/activity* that guide Ming's school day? In addition, how will her school-day experience set itself apart from the average school day at surrounding early education programs?

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

NARRATIVE (2) - Describe an average school day for Cameron, a student who routinely demonstrates behavioral challenges in (and outside) the classroom. In addition, how will his school-day experience set itself apart from the average school day at his last school?

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

Cameron, a 5th grade student, arrives at his school Monarch Academy on a Monday morning. He is dropped off by his parents and says goodbye as he exits the car. Upon getting out of the car, he is greeted by his Head of School with a firm handshake and a smile. Though this does not seem like a big deal, it is somewhat special to Cameron because at his last school this did not happen. The Head of School is very familiar with Cameron, because he tends to have behavioral challenges in class. As the Head of School greets Cameron, he reminds him of the importance of behaving in class. Cameron know how important it is to behave in class, and remembers what his support team discusses with him during their weekly meetings. His support team consists of the HOS, Dean of Students, and most importantly his parents. Parent involvement is an integral part of Monarch Academy, and the leadership team understands how valuable parents are in regards to the success of their students. After the interaction with his HOS, Cameron then makes his way into the school and then to the MPR where breakfast is being served. On the menu this morning is oatmeal, toast, fruit, and milk provided by Revolutionary Foods. Cameron learned how important eating breakfast is from not only his science courses, but also during his support meetings. He learned that breakfast plays a vital role in staying focused in classes, and though he doesn't understand why exactly, he is willing to try anything to not disappoint his parents and support team. After he is done with his breakfast, he throws his trash away and then makes his way to the Dean of Students office to turn in his filled out behavioral log and get a new one. His behavioral log is a tool for teachers to express any behavioral issues that came up during class. If there were no issues, the teacher signs and express how well Cameron did in class. Cameron is excited to turn this particular log in this week because he has received all good marks from his teachers and knows the Dean of Students will be proud of him. Even though Cameron does not directly know it, at Monarch Academy we want to make sure students are in class, learning material as much as possible. This includes ensuring teachers are properly trained to handle behavioral situation in class so that students are not getting sent out during a lesson. Even though distracting a class is unacceptable, admin and teachers need to ensure students are in class as much as possible. This includes avoiding ISS and OSS which are commonly used in the traditional school system. This is why behavior intervention methods like the behavior log and support services are vital for our students. After Cameron drops off his behavior log to the Dean of Students and is reminded of his support meeting today, he then makes his way to his class. On his way to class, Cameron see some of his friends heading into the bathroom. He remembers that last week he got in trouble for horse playing with his friends and decides to instead continue to class. When he got in trouble for this last week, the HOS mentioned this to his parents during the weekly support meeting. He was also forced to leave his friends during lunch because of lunch detention. Cameron remembered how disappointed his parents were in him, which was the driving force behind him deciding to not go into the bathroom. On his way he also explained to the HOS, who was interacting with students in the halls during passing time, what was happening in the bathroom. Throughout the rest of the day, Cameron goes through his normal schedule of courses until his Academic Advisory period. He goes into class, for roll to be taken, and is then pulled out of class, by the Dean of Students, for his support meeting. They make their way to the Dean's office where the HOS and his parents are waiting. During this meeting the Dean goes over Cameron's grades, his behavior logs, and any behavior issues that came up in the last week. The HOS then goes in to the positives that they have been seeing out of Cameron, including the action he did during that morning. The whole support staff express how far he has come and how proud they are of him and tools to ensure he stays on the right path. After the meeting, he is then escorted back to class by the Dean. At the end of the school day, Cameron makes his way to the gym where the Holistic Life Foundation course he was signed up for, is taking place. HLF is a program that Monarch Academy brings to campus at least 4 times a year to aid students with behavior or stress problems

relax through mindfulness and yoga. Cameron participated in this the first time they were there that school year, and though he was sore, it did relax him and make him think about his actions. He hopes this time his body is more accustomed to the stretching. After the session was over, Cameron made his way to the MPR where he waited until his parents came to pick him up.

NARRATIVE (3) - Describe an average school day for Ainslee, a student who routinely encounters academic challenges in reading and math. In addition, how will their school-day experience set itself apart from the average school day at their last school?

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

Ainslee is a 12-year-old student 7th grade student at Monarch Academy. This is her second year at the academy and she is excited to get even more involved in the school and community. Ainslee is dropped off in the morning between 7:00-7:30 AM by her parents. Being dropped off at this time allows her to enjoy breakfast as well as discuss class concepts with classmates if needed. As she exits the car, Ainslee is first greeted by her Head of School with good morning, a handshake and a smile. Upon entering the building, he is reminded why he attends Monarch Academy. With paintings of Albert Einstein and Maya Angelou motivational quotes on the walls of the school, she realizes that her education is important and that the school and community are there to support her.

Ainslee then makes her way to the cafeteria, where she picks up her breakfast and finds classmates to discuss homework with. While reviewing math concepts, Ainslee quickly realizes that he could use some clarification. Luckily, she remembers that all of his teacher are available in the morning prior to class starting. She finishes his breakfast, and then asks the MPR monitor for permission to go to her math teacher's room. Promptly after meeting with her teacher, the "0 hour" bell rings. Today is Wednesday so Ainslee knows she needs to make her way to her Academic advisory classroom. Before she gets to her destination, Ainslee stops at her locker and gets her necessary supplies. Remembering that she is in the student support program, she grabs the appropriate folders to be prepared for her pull out session. Because Ainslee has been having some trouble with his Math and English skills, her support team, along with her parents have come up with and begun executing a plan to get her preforming at the high level everyone knows she is capable of.

After attendance is taken, Ainslee along with the other students involved in the reinforcement session, are greeted by their session instructor, a highly qualified paraprofessional. On the way to the Academic Center, the instructor has a conversation asking how they are doing and making sure they have the appropriate materials. Upon reaching the Academic Center, Ainslee is greeted with a room buzzing with dialogue between students and their subject instructors. The group finds a room and begin the English lesson. The session begins with any questions the student might have which then leads into reinforcement of the topics that were discussed in English class since the last meeting. After the 30-minute session is over, Ainslee, along with the other students, are then walked back to class. With the return of the students, the AE teacher will use the rest of the class time to go over the upcoming Community Classroom Experience, as well as go over the scheduled topic of Organizational Skills. The CCE will take place this week in the MPR on Friday during AE. The Police Chief of Killeen is scheduled to speak with the students and staff of Monarch Academy about his duties and how to properly interact with law enforcement. When Ainslee heard the news, he was excited and had already begun thinking of ideas for his PBL project. When the teacher was complete, Ainslee then begun reviewing concepts for her upcoming classes.

NARRATIVE (4) - Describe an average school day for Ezra, a student who must use a wheelchair. Include any accommodations and support services to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

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

Ezra is a 6th grader who has been going to Monarch Academy for a few months at this point. She is getting ready in the morning when she realizes that the school bus will be there soon to pick her up. She loves riding the bus every morning because it gives her a chance to socialize with students, and she believes that it also doesn't hurt to get at her door pick up services. As she finishes up getting ready, her mom comes into her room to let her know that the school bus has arrived. Her and her mother make their way outside and are greeted by the bus driver. Ezra's mother kisses her goodbye and she is then escorted onto the bus by the driver. The bus driver places Ezra on the wheelchair lift device and secures her in. When she makes it to the top the bus assistant is there to greet Ezra and secure her in her assigned area. As the bus is making its way to

the campus the bus assistant is available to supervise and provide care for Ezra should she need it. Meanwhile back at Monarch Academy a staff member is outside waiting for the arrival of all the buses. Once Ezra bus arrives, the bus assistant helps Ezra to the wheelchair lift and secures her on the device. The bus driver is on the outside of the bus waiting for the wheelchair to finish letting Ezra down onto the ground. After being removed from the wheelchair lift the staff member from the campus greets Ezra with good morning, a handshake and a smile. The staff member helps escort Ezra into the school. Although Ezra is quite capable of getting around in her wheelchair because the design of the school helps Ezra even more with the use of the ramps that are available throughout the school building. However, there is always a staff member in the hall to assist Ezra go up and down the ramp if needed.

Ezra then makes her way to the cafeteria, where she has a friend or staff member to help her pick up her breakfast tray and carry it to her table. Ezra is greeted by several of her classmates and they discuss homework together. After breakfast Ezra heads to her first period and she sees one of her teachers who stops to talk with her. Her teacher kneels down to Ezra level so that they are at a face-to-face conversation which also makes Ezra comfortable. There is always a clear path in the hall for Ezra to access and in her classrooms. Ezra also has a desk in each of her classrooms that will accommodate her wheelchair. Ezra 3rd is Physical Education (PE). Ezra's physical therapist works with her with modified exercise. Ezra is with her physical therapist for the entire period and she enjoys doing the exercises that are provided for her. Throughout the rest of the day Ezra is treated as her peers are, other than the accommodation made for her wheelchair. Ezra enjoys attending Monarch Academy because of it is a smaller campus to get around in, and she also enjoys the interpersonal relationship she has with her teachers and peers. Ezra knows that if she ever has any issues in school she can address the Head of School because of his open-door policy. At the end of the day Ezra is escorted back to her bus by one of Monarch Academy staffs. Ezra is then placed back on the bus lift with the assistant of the bus driver and school staff. The bus assistant waits for Ezra while she is being lifted onto the bus and she is then secured in her assigned area on the bus.

NARRATIVE (5) - Describe an average school day for Tracy and Hassan; two students who quietly suffer from bullying regarding their sexuality and religion (respectively). Include any support services, disciplinary actions, and follow-up(s) to ensure equitable educational/emotional opportunities for them to flourish in your charter school.

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

Today is Tracy's first day at Monarch Academy. She is excited for a new beginning, but nervous because at her previous school she suffered from bullying. Throughout her time at her previous school she had Tracy had troubles coming forward with her mistreatment because of the fear of retaliation. She had been shutting down not only in school, but also at home. When confronted by her parents about her noticeable changes, Tracy would deny anything was wrong. Eventually it got to a point where she would be crying in her bedroom. At this point Tracy knew that she needed to let her parents know about the students bullying her at school. After the discussion, Tracy and her come to the decision to look into a new charter school that just opened in the community. After doing some research with her parents, Tracy is intrigued by the small campus environment that will allow her to make not only make many friends, but to also be a part of a community. During the first meeting between Tracy and her parents and the Superintendent, Head of School and Dean of Students, Tracy is presently surprised to be sitting down with the Superintendent of the school discussing her enrollment. Unbeknownst to Tracy, her parents had already informed Monarch Academy of the situation that had previously gone on at her other school. Along with the welcoming environment that Monarch Academy intends to have for every student, in this case the Dean of Students will be involved from the introduction to ensure that the necessary steps are taken to make sure bullying does not happen to Tracy at Monarch Academy. During the enrollment meeting the Dean of Student and HOS assure the family that their doors are always open, and that the students and parents of Monarch Academy know and understand that there is a strict no bullying policy. Because we are a school of choice, parents will understand that not only are our standards much higher than a traditional school, our staff from the top down will be more involved with students. Tracy leaves the meeting excited but with slight hesitation because of her past experiences. With all of this going through her, along with the nerves from attending a new school, she exits her car where she is pleasantly greeted by a familiar face. It was the Head of School that she met at her enrollment meeting with. He greets her with a smile and a firm hand shake as she makes her way into the school. As she enters the school, because she is a new student, she makes her way to the Dean of Students office to where she is greeted by another familiar face along with an unfamiliar face. The Dean of Students introduces her to Carol, a student that will be her school buddy for the first week. Tracy thinks that this is great because now she doesn't have to deal with the awkwardness of not knowing anyone. The Dean continues to add that Carol is a model student and is involved in many activities on campus. After the introduction they both make their

way to their 1st period classes. Tracy follows Carol throughout the day to learn her schedule as well as meet new friends. At the end of the day Carol walks Tracy to the pick up like where her parents are waiting on her.

Hassan is an 8th grader and has been at Monarch Academy now for three years. At his previous school he was bullied because of his religious beliefs and heritage. He was also bullied because of how studious he was when it came to his classes. Due to this fact, when his parents heard that a new charter school was coming to the area they decided to jump on the opportunity to find out more information. During that initial meeting that all perspective students go to, Hassan remembers how intrigued he was by the advanced curriculum that Monarch Academy offers. As the CEO, HOS and Dean of Students were going through the information, all Hassan could think about is how he needs and wants to have a fresh start at a new school. He was also reassured about the strict no bullying policy that Monarch Academy enforces. During this meeting he doesn't remember exactly how, but he recalls the topic of multicultural and interpersonal studies coming up, and when reflecting back he realizes how big a role these classes played in not only him understanding other student's heritages but them also learning and respecting his heritage. Hassan can't help but be thankful for being enrolled at Monarch Academy.



Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

**I. Name(s) of Proposed Progress Monitoring Instrument(s)
... for Early Education**



As of June 19, 2017, the following Early Childhood Education progress monitoring tools have been approved for the 2017-2021 Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments. [Click Here](#)

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

NARRATIVE: (1) - Detail all plans to measure, evaluate, and disseminate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

Lastly, include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

Press to Input Narrative Response

II. Name(s) of Proposed Assessment(s): for Grade 3 and up...

Midterm Examination
End of Course Examination
STARR
AP Exams

IV. Person(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data. Including educational or experience requirements.

Head of School- Bachelors Degree 2+ years Education experience

**Evaluation Criteria
A response should:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Discuss foreseeable strengths and/or weaknesses where applied to the anticipated student population.
- Rationalize the use and applicability of the proposed assessment model(s).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a robust plan to use assessment data for the improvement of campus teaching and learning.

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

NARRATIVE: (1) - Detail all plans to measure, evaluate, and disseminate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

Lastly, include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

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

Students not only in our community, but also throughout the country in traditional school settings have become accustomed to preparing only for the one all or nothing assessment at the end of the school year. Though these are extremely important exams, at Monarch Academy we want to allow students to build up to the high stakes assessments that takes places at the end of every school. The ultimate goal of all school systems in Texas is to ensure students master the TEKS and are prepared for state assessments. This is also our goal, but when it comes time to take the STARR or EOC, we want our students to feel as if they have been in this position throughout the year. With this goal in mind, at Monarch Academy we not only intend to teach above the state assessment, we also intend to put students in positions where they are taking high-stakes assessments throughout the year. If students are put in situations where they build up a comfort throughout the year then we believe that they will be more prepared.

To measure, evaluate and disseminate academic progress of individual and student cohorts the Head of School and Dean of Students with work with the experts that fill the School Board. With the combined experience of over 50 years in not only education, but in all aspects of the education process, our School Board's knowledge will be key in ensuring the success of our students. Working together, this team will develop and set up times throughout the year where high stakes assessments will take place. With this the team, along with the Dean of Curriculum and Instruction, will work to insure teacher have the necessary materials to prepare students for these assessments. The high stakes assessments will be developed and written by the team in conjunction with teachers in each department. Before the beginning of the school year this team will come together and develop two high stakes test that will take place before state assessments every year. Also during this time, the leadership team will work together to design normal class exams for students to take throughout the year. Not only will this allow the leadership team to assess student's progression though out the year, it will also allow teachers to know if they need to make adjustments during the year.

At Monarch Academy, it is important for us to make sure that teacher have the time and ability to do what they do best, and that is teach. We want to strip away all of the elements that make a class teacher-centered and provide a student-centered environment at for the community. How we intend to do this is by having the leadership team and Dean of Curriculum develop the curriculum that is not only TEKS aligned but is also to the standard that we want as a school organization. With that, we also will provide teachers with the tools necessary for them to guide students though the curriculum, but give them the autonomy to teach the way they believe is best.

With the curriculum design team, designed high- stakes assessments, and provided instructional material and guidance, the leadership team will be able to assess growth and development of skills as students move through the year and ultimately move toward the STARR assessment. After the data is gathered from not only the class assessment used by the teacher, but also the high stake assessments, the leadership team along with the School Board, will discuss the findings at monthly and quarterly meetings. The Leadership team will then set up meetings with teachers to discuss findings that were positive and also address any processes to incorporate to better prepare students for mastery of the content. At Monarch Academy we also plan to implement steps to assist students that need extra education support. This will be developed and supervised by the Head of School in conjunction with the Director of

Middle School Programs to ensure all students are performing at the mastery levels they are truly capable of. Our student support program will be functioning in two different ways. One of the ways will include our highly qualified paraprofessionals that will work with students regarding the core classes. If a student's grades begin to drop in a specific course, the Director of Middle School Programs will identify that student and begin the intervention process. The Director will then work closely with the teacher of the subject and begin to come up with a plan to reinforce topics of the class. The paraprofessional of that subject will be notified about the student, and will then begin to pull the student out of his/hers Academic Enhancement period. This session will take place for 30 mins at least twice a week and will also include inclusion and interactions with other students in the same situations. The courses that we will offer support for will be the courses most important for TEKS mastery.

They include:

Science at all grades

Social Studies at all grades

ELA at all grades

Math at all grades

This program will also allow admin to closely track students who may be under-performing and understand what is causing this and adjust what need to be adjusted in real time. As students go through this process, if needed, and mastery of the topics become more frequent, students will then gradually get the opportunity "graduate" from the program. Students will be assessed to "graduate" at the middle and end of the school year. After students leave the program, they will still be closely monitored, to ensure that the skills developed during the time in the program are benefiting the student. The paraprofessional responsible for the sessions will be highly trained in the subject, meaning they will have to have studied a specific amount of hours.

The other part of our student support program will have more to do with giving our students the academic tools needed to be an overall successful student. This program will be more widely used on campus and will be a tool for the leadership to ensure students and parents understand how the student is progressing through their course. This program will mainly include students who struggled through courses during the previous school year, new students to Monarch Academy, or any students that are identified by a teacher or administrator. Parents will also be able to request to have their student put on this program. The program will consist of scheduled meetings, depending on the phase the student is in, where the assigned advisor goes over the student's grade report, check the student's student hour log to ensure attendance, and also check to make sure students are getting progress reports signed by their parents. Our student support program will happen in 3 phases.

Phase 1

Phase 1 will be for students in many different situations. A student that is on Phase 1 student support will have weekly meetings with their assigned advisor. Unlike other phases, Phase 1 will also have an administrator as the advisor. This will not only allow the student to see how involved the leaders/administrators of the school are in regards to their education, it also allows the leaders to assess academic progress of individual students. Students in Phase 1 will be students who need support regarding more than one class, ELL students, and SPED student. Like mentioned before, parents can also request to have their student placed on student's support and the Phase will be decided on by the leadership team. Students will also be required to go to tutoring hours every day while in Phase 1 of student support.

Phase 2

Phase 2 will be for students who need support for only one class, or who have graduated off of Phase 1 student support. Phase 2 will consist of many of the same aspects of Phase 1 including meeting with advisors, required tutoring hours, and also required parent signatures on progress reports. The main difference between Phase 1 and 2 is that meetings will take place every other week instead of weekly. After students have successfully progressed to mastery of their course and with input from their advisor, teacher, and parents, the students will then graduate to the final phase of our student support program; Phase 3.

Phase 3

Phase 3 will include all of the aspects of Phase 1 and 2 excepts students will only meet with advisors once a

month and will be for students who have grades in the C range. After students successfully raise their grades into the B range, students will graduate off of the student support program.

NARRATIVE (2) - Provide a rationale for the use and applicability of the proposed assessment model(s).

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

Like mentioned throughout the application the goal of Monarch Academy is to give students a world class education with molding them in to citizens that are prepared for the real-world and college. This is necessary because of the increased violence and disconnect between the youth and the community. Our goal at Monarch Academy is to capture the aspects of the community and get the youth a reason to appreciate the city they call home. With that being said to be adequately prepared for college, whether through the military or individual acceptance, we must and intend on implementing high stakes assessments along with the state assessment that all students must pass in order to promote to the next grade. Our highly trained and skilled teachers will allow us to teach at a high level as well as allow our students to have deep understanding of the TEKS.

To ensure this, like mentioned we will have two major exams that students will have to take to promote to the next grade. In the high school grades, these course will be AP examinations. The Midterm assessment will be given during the middle of the year and will be allow students, teacher and administrators to assess the level of comprehension. Though this will be a high stakes exam, it will not count as much as the End of Year assessment. We believe that these high stakes exams will prepare students for the STARR exam, which is the most important exam during the school year. Not only will the MT and EOY exams mentally prepare students for state assessments, it will also physically and emotionally prepare students for them. Much of the time students do not understand the stamina needed for the state assessments. With this assessment model, we will be able to gradually prepare and build up students to where they need to be in order to pace themselves through the marathon of the STARR and EOC examinations.

With this we want to also ensure that students understand the progression of learning to an overall comprehensive understanding of the material. Teachers will be encouraged to test students frequently, and to also have check for understanding moments while going though class, even on concepts that are from the past. This allows students to understand the topics that are important and how they could possibly be asked on the high stakes exams for each subjects.

The leadership team (HOS, Dean of Students) as well as the Dean of Curriculum and Instruction will be responsible for developing and writing exams, based off of the curriculum and TEKS, for the teachers to assess the students. These will be written during the summer and will also require teacher input. The leadership team will use the data from the exams to determine understanding in the class and will also for adjustments in real time.



Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening any campus. See *Letter of Special Assurances* if proposing to open more than one campus.

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

- 1) 08/09/2017
- 2) 10/21/2017
- 3) 11/30/2017

II. Number of Attendees - # per meeting

1st Meeting- 39
2nd Meeting-
3rd Meeting-6

III. Number of Attendees residing within:

- | | |
|---------------------------------------|----------------------------------|
| (a) FIVE miles of meeting(s) | <input type="text" value="N/A"/> |
| (b) TEN miles of meetings(s) | <input type="text" value="N/A"/> |
| (c) TWENTY (PLUS) miles of meeting(s) | <input type="text" value="N/A"/> |

IV. Board Member(s) in Attendance - by name

Tavaras Bethal	Joana Foster
Dr. Claudia Brown	
Lendy Jones	
Brenda Adams	
Laura Harris	
Sharna Daley	

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

Texas A&M University- Central Texas
1001 Leadership Place, Killeen, Texas 76549



This section has a required Attachment
A4- Community Efforts and Support

VI. Date that applicant began outreach efforts to promote each specific public meeting.

- 1) 07/25/2017
- 2) 10/05/2017
- 3) 11/21/2017



Applicants must prepare a **Meeting Question Protocol** for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include:

- (i) Board member input as to the specifics of outreach planning, protocols for meeting(s), and any community engagement;
- (ii) Selection process/rationale for all strategies used for community outreach/advertisement; and
- (iii) Considerations for any barriers to attendance (accommodation for working parents etc.)

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Include a summary of audience questions and any responses provided during the meeting.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

**Evaluation Criteria
A response should:**

- Demonstrate significant Board involvement with the planning and implementation of community outreach.
- Demonstrate strong community attendance.
- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

NARRATIVE (1) - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include:

- (i) Board member input as to the specifics of outreach planning, protocols for meeting(s), and any community engagement;
- (ii) Selection process/rationale for all strategies used for community outreach/advertisement; and
- (iii) Considerations for any barriers to attendance (accommodation for working parents etc.)

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

Prior to the information meeting, the founding board of Monarch Education initiated several outreach methods to inform the community of the proposed charter school. These methods consisted of passing out over 200 flyers to potential parents who attended youth conference meeting, community public meetings and city hall meetings.

On July 29, 2017, Board member Tavares Bethel hosted a public meeting at the Village United with over 50 non-profit organization and community leaders to help combat the crime that plagues the city of Killeen with youth involvement. At this meeting Tavares Bethel discussed in detail the proposed charter school Monarch Academy as solution for the youth in our community that were losing interest and faith in the traditional schools and eventually falling prey to the life of crime. He also went on local radios to discuss the info session. Toni Ringgold, the host of Sundays at the Square on the local radio station B106, announced the information session about the proposed charter school to her listeners. Texas A&M University of Central Texas placed the information session on their social media website (Facebook). The sponsoring entity also place advertisement about the public meeting in Killeen Daily Herald, on three different occasion for three different information session, inviting parents to learn more about our proposed charter school.

The sponsoring entity also used social networking to let the community know about the information session for the proposed charter school (Facebook). Fort Hood Area Events powder by KCEN also placed an advertisement on their social media page with over 45,000 followers in the area. We also inviting the public to visit our website at www.monarch-education.com.

Our rational for the processes we used to reach the community had to do with wanting to focus on the parents in the Killeen area and the surrounding communities with students that will be attending middle school and who are looking for a school of choice. Once we introduced Monarch Academy to our city via social media and community involvement, we knew that this was the route we wanted to go when reaching out to the community. Our strategy to increase attendance was through the public community newspaper, social media, website, radio station and passing out flyers. In attendance of the meetings were, Principals, teachers, and numerous city officials.

Our first meetings also took place on Saturday to ensure working parents were to attend. Also for interaction discussion about Monarch Academy with the youth of the community.

NARRATIVE (2) - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan. Include a summary of audience questions and any responses provided during the meeting.

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

Two of the information session were held at Texas A&M University-Central Texas and another session was held at The Village United. This was to ensure there were adequate opportunities for parents and citizens who wanted information to attend. Travers Bethel, a Board Member of the proposed school Monarch Academy, introduced the founding board of Monarch Education Billy Brown and Carolyn Turner. Billy

Brown welcomed the attendees to the public information session and introduced each board member and allowed them to talk about their qualification and involvement with Monarch Academy. Billy Brown then gave a PowerPoint presentation about the mission, vision, the core values of Monarch Education and the reason why it will benefit the city of Killeen and the surrounding cities. With a curriculum that centers the students and ultimately expects to have higher accountability rate of success, Mr. Brown went into details on how this can be accomplished. He explained that by having a challenging curriculum that will allow students adequate college preparation in an effort for each child to reach their full potential in becoming a responsible and productive citizen this can be accomplished. Mr. Brown continuing to explain that Monarch Academy will allow the students to be prepared for future endeavors in the community and college. HE explained the many courses unique to Monarch Academy such as Etiquette courses, Agricultural Sciences, Multicultural Studies, Finances, Academic advisory and Nutrition are amongst many of the courses he noted we will offer to students, in order to adequately prepare for adulthood. Mr. Brown explained how important it is for the community and parents to become involved in students' academic achievement. Mrs. Turner is heavily involved in the community, because of this she discussed how the community can get involved to help students become productive citizens. The following are question prepared by Mr. Billy for the information session:

Question 1: What are the grades offered at Monarch Academy?

Answer 1: Monarch Academy will start off at 5th-8th grade adding on every year through senior year by year 4.

Question 2: Where will the school be located?

Answer 2: We are looking for property around the area of Texas A&M University of Central Texas and on Stan Schlueter Loop, in Killeen.

Question 3: How many students will be enrolled?

Answer 3: The capacity of the school will be 500 in year 1 and extend to 800 in year 5.

Question 4: What will be the teacher student ratio?

Answer 4: The ratio will be 20:1

At the end of the information session Mr. Billy opened the floor for questions and answers. The following are the questions asked by attendees.

Question 1: For your educators because it's not a traditional school, do you require extra classes for educators?

Answer 1: Educators will be required to have a Bachelors Degree and training will also be required through Monarch Academy.

Question 2: Can you talk about the timeline?

Answer 2: The application process is going on now and will be submitted this December and if approved enrollment will begin in 2018.

Question 3: Will you be sending out a newsletter?

Answer 3: Our website is www.monarch-education.com. You can go there to learn more information about our proposed charter school and stay up to date on all events.

Question 4: Will you provide transportation?

Answer 4: It will depend on the availability and the need for the service.

Question 5: Will you be able to accommodate for special education students?

Answer 5: Yes, every student at Monarch Academy will be treated the equally and any accommodation needed will be offered.

At the end of the Q&A, Mr. Brown thanked Texas A&M University-Central Texas for allowing Monarch Education to hold an information session in their conference room. Mr. Brown also thanked the board members and the attendees for coming. Each of the three meeting took place in the same manner.

NARRATIVE (3) - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

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

Not many factors lowered the attendance rate of our meetings. We weren't able to reach as many people as we anticipated so increasing the outreach could've benefited the attendance rate. Having the meeting on a Saturday did allow for more working parents and students to attend.

I. Has the applicant identified a specific location for at least one campus in Year 1? Yes ☐ No ☒



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated "no" above, proceed to the next page.

II. Physical Address of Location(s):

III. Does the applicant intend to lease or purchase property? Currently Own ☐ Lease ☐ Purchase ☐
If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor? Yes ☐ No ☐

IV. The applicant will:
Use the Existing Facility As-Is ☐ Build a New Facility ☐ Repurpose/Remodel the Existing Facility ☐

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

VI. What was the facility's last nature of use?

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



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.

NARRATIVE (1) - Describe the process used to identify and select the proposed facility.

Identify individuals/organizations that had a significant role in the selection and/or procurement process.

NARRATIVE (2) - Describe the facility and community and how they will be ideal for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and/or renovations that must take place before serving students.

Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

NARRATIVE (3) - Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timeline(s) and associate cost(s) and fee(s).

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Provide a clear description of the facility and community and how it will be ideal for the proposed charter school's mission, vision, educational model, and scope of operation.
- Provide a clear process that was used to identify and select the chosen facility- including market research, factors/ considerations, timelines, relevant individuals/ organizations that had a significant role in the process.
- Address growth and rollout with relation to proposed grades and scope of operation.
- Demonstrate adequate alignment with enrollment growth projections.
- Provide a clear description of the purchase or leasing arrangements - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

I. Has the applicant identified a specific location for at least one campus in Year 1? Yes ☐ No ☒



ONLY COMPLETE THIS PAGE IF ... you indicated "no" above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.

II. Does the applicant intend to lease or purchase property? Lease ☒ Purchase ☐

III. Indicate the **applicable scope of knowledge** regarding a prospective location:

City Level

Define specific scope below.. ie feeder pattern, district name etc.

City- Killeen,Tx

District- Killeen Independent School District



The term "**applicable scope of knowledge**" refers to the most specific geographic area that the applicant has targeted for their first proposed campus. This can be defined as specific as a street or as broadly as a zip code. This is NOT your proposed geographic boundary. This response is only to determine the projected area that the applicant plans to open the first campus.

IV. Will the applicant contract with a Charter Support/Development Company for facility build-out, modification, renovation etc.

Yes ☒ No ☐ if yes, who

Hallmark Schools



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.

NARRATIVE (1) - Describe the desired facility and community and how the facility will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including:

- (i) results from market research and analysis,
- (ii) plans for modification, building, and(or) renovation;
- (iii) time lines;
- (iv) financing; and
- (v) relevant individuals/organizations that will have a significant role in the selection and(or) procurement process.

Also, 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 should:

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- Provide a clear process for identifying and securing a facility.
- Provide clear market research to demonstrate enrollment viability as well as available (and adequate) real estate options.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process
- Outline clear plans/considerations for student enrollment growth.
- 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 figures that are congruent with the financial workbook.

NARRATIVE (1) - Describe the desired facility and community and how the facility will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

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

Though Monarch Education has not secured a facility, the Founders have been working with Highmark school to design and develop a beautiful campus for our community. In the early stages of deciding on facilities, the founders knew they needed to find a builder that would build a campus that Killeen, Tx deserves. With that in mind the founders, researched charter school developers and fell in love with the designs of Highmark Schools. Though Monarch Education has not begun development of the campus design quite, the founder have in mind what will be needed to fulfill the Monarch Academy's vision and mission. Below is a list of school aspects that will be incorporated into the Monarch Academy. We want our campus design to be sleek and modern so that the community and student are proud to call Monarch Academy their school. With that being said the founder have begun looking at Highmark's designs and know this can be accomplished.

The campus will be put on 5+ acres of land so that there is adequate room for athletics as well as the school garden for the Ag program

The campus will have a student support room that is large enough to allow support services throughout the day.

The campus will have tall empty walls so that projects done by students are able to be displayed.

The campus will have labs for students to complete experiments through their science courses.

The campus must have a stage area for not only performances but also for community leaders and officials to come speak.

Though there has not been an official number, there will be enough classrooms for adequate instruction.

Private offices to ensure admin can have meeting regarding support with parents and teachers.

In discussion with Highmark about our mission and vision they assured the founding board, and supported with images, that they school that Killeen, Tx deserves can and will be built upon charter approval. The ideal location for the school will be on Stan Schlueter Lp near within 5 miles of the military base for ease of convenience for military families.

Though Monarch Education will be provided facility services from Highmark Schools the following information provided by St. Paul charter leader Wayne Jennings will still be used as a general rule of thumb when exploring facilities options:

Amount of Space

Amount of space per student in a conventional elementary school -100 sq. ft.

Amount of space per student in a conventional secondary school -150 sq. ft.

Amount of total space allocated for classrooms in conventional schools-50%

Classroom size, with 25 students in a class-750-900 sq. ft.

Costs
Leasing commercial space – approximate cost (possibly without taxes, utilities, and insurance) – \$7-14/sq.ft./year

Utility Costs(including heat, light, sewer, water) – \$1.50/sq.ft./year

Real Estate Taxes – \$1.50/sq.ft./year

Casualty Insurance (covering fire, theft, vandalism, storms) – \$0.15/sq.ft./year

Common Area Maintenance (CAM) fee (e.g. in a mall) – \$1-2/sq.ft./year

Minor Maintenance & Repairs – \$1500/year

Cleaning – \$0.70/sq.ft./year

Security monitoring – \$60/mo.

Furniture (new) – \$100/student

Liability Insurance – \$600-800/year

Remodeling – \$10-50/sq. ft.

Facilities section - Center for School Change [centerforschoolchange.org/publications/minnesota-charter-school-handbook/facilities/Sep 3, 2012](http://centerforschoolchange.org/publications/minnesota-charter-school-handbook/facilities/Sep%203,%202012), Retrieved 10/20/2018

NARRATIVE (2) - Describe the process for identifying and securing a facility. Including:

- (i) results from market research and analysis,
- (ii) plans for modification, building, and(or) renovation;
- (iii) time lines;
- (iv) financing; and
- (v) relevant individuals/organizations that will have a significant role in the selection and(or) procurement process.

Also, 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.

Before beginning to search for property, Highmark School Development modeled the economics by working with our 5-year revenues, expenses, and enrollment figures. They arrived at a projected total project cost and stayed within the board's expectations of an annual lease payment under 20% of the school's revenue.

Within Monarch's targeted geography, Highmark School Development will examine a great number of variables for each property under consideration: demographics, traffic patterns, parcel size, distance from utilities, environmental conditions on site, structural condition of existing buildings, neighboring businesses, property tax implications, and entitlements.

During the design process and development phase, Highmark School Development's specialists will work closely with Monarch's board and leaders, in tandem with the contractor and its architects. Together, we will develop a facility that will meet our programming and enrollment needs, all while staying within our budget.

Plans for modification, building and (or) renovation will occur once a property has been identified. In many cases, phased construction is appropriate to ramp up a lease or mortgage payment as we grow, minimizing expenses during our early years. Specifics will be determined once the charter is awarded and a property is identified.

A typical new build construction timeline can run 22 – 26-weeks, after permitting.

A typical adaptive re-use construction timeline can run 8 – 16 weeks, after permitting.

Highmark School Development will structure financing for Monarch as either a lease or a mortgage; whichever is most beneficial for us. We will be afforded considerable flexibility to purchase or refinance the property via the tax-exempt bond market, commercial lending, or other means through buyout opportunities at certain points throughout the lease, beginning after year three of occupancy.

Highmark and its financing partners specialize in funding and developing facilities for new-start charter schools and those in their early years of operation. In all cases, schools are not obligated to put any money into the transaction. I.e. 100% of the project is funded: acquisition, design, construction, all of it. In Highmark's process, three essential documents will take us through the acquisition process: A Non - Binding Letter of Understanding (LOU), Project Development and Reimbursement Agreement (PD&R), and a Term Sheet.

We have executed an LOU with Highmark School Development. This has allowed us to start exploring property and conducting a preliminary investigation.

Once a property has been located, we will execute the Project Development and Reimbursement Agreement (PD&R), which will authorize Highmark School Development to place an offer on real estate on our behalf and to commence due diligence on the property.

Once due diligence has been completed, we will execute the Term Sheet which will present the terms of the transaction, such as, total project cost, finance rate, buy-out or refinance options, and other transaction terms.

School leadership will work hand-in-hand with Highmark's staff and a local real estate professional to identify a suitable location. An experienced developer of Texas charter school facilities, Highmark will follow applicable state procurement law, specifics of which can vary slightly depending on whether the school holds title to the property in a traditional mortgage or whether it's owned by the developer.



The term "**neighborhood campus**" refers to a campus where it is foreseeable that at least 50% of the enrolled student body resides within five miles from the campus.

I. The first campus will be a **neighborhood campus**?

☐ Yes ☒ No

II. If yes, what factors, experience, community outreach efforts rationalize (or will facilitate) this assumption?



All references to "**daily bus transportation**" should reflect any transportation services (provided by the school) that will facilitate student pick-up and drop-off. See [link](#) for more information on funding.

III. Does the applicant intend to offer **daily bus transportation** to all students?

☐ Yes ☒ No

IV. If yes, what year will the service begin?

Year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

V. Will the charter provide public transportation vouchers? *Ex. public bus passes*

☐ Yes ☐ No

VI. If yes, what year will the service begin?

Year ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

VII. What is the total dollar amount budgeted for transportation?



Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

NARRATIVE: Describe any student transportation plans. If transportation 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.

Evaluation Criteria A response should:

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Articulate clear reasons why transportation will not be offered.
- 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.

Press to Input Narrative Response

NARRATIVE: Describe any student transportation plans. If transportation 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.

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

Monarch Academy will not provide transportation. Because of the area we will be located in most students, if not drop off by a parent, will be able to walk to campus. We will encourage, like many charter schools, a car pool system between parents. If needed the board will reevaluate the need for transportation after "0" year.

If needed Monarch Academy will provide students with IEP transportation to and from school. If there is a case requiring this, the HOPS will be responsible for contracting out services.



Open-Enrollment Charter Schools may not charge any fees associated with enrollment, admissions, and(or) tuition.

I. Admission Period: Include start date/end dates

June1

to

June1

II. Date of Lottery (if needed):

See [link](#) for more information on Federal Lottery Guidelines.

June15

III. The applicant will allow admission of all students with a document history of misconduct. Yes ☐ No ☒

IV. 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

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



This section has a required Attachment E1- 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 TEC § 12.111(a)(5)(A). If the school will allow admission of students with a documented history, include what documented history will be allowed (i.e. classroom teacher removals, suspensions, expulsions, or history of criminal offenses(s).) Please see Attachment E1-Admission and Enrollment Policy for specific instances of misconduct and PEIMS codes.

Press to Input Narrative Response

Evaluation Criteria
A response should:

- Clearly supports fair and equitable opportunity for all students to apply. Attachment E1.
- 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.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 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.

Due to the fact that Monarch Academy is located in a densely populated community that does not have a charter school for the middle school ages, there is a possibility that the receipt of application exceed the maximum enrollment. We intend to uphold the law regarding discrimination against race, gender, religion, demographic information, income and any not listed protected factors.

If the number of applications exceed the maximum enrollment number, Monarch Academy will then hold a application lottery for the primary boundary. A "lottery" for purpose of this process is a non-weighted, random selection process that determines the order of enrollment of student applicants. The lottery shall take place within 30 days after the closing date of the application period. The lottery will be conducted via lottery selection software. The CEO or designee will conduct the computerized lottery, with supervision by at least one Board member of the sponsoring entity or his or her designee. This ensures that the admissions list and the waiting list are selected randomly. A notary public shall certify results of the lottery. After selection, families will then be notified of admittance via phone call and conformation e-mail within 5 business days of the lottery. The enrollment process, including meetings and admission conference will follow.

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 TEC § 12.111(a)(5)(A).

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

On the basis of the Education Code§ 12.111(a)(5)(A), Monarch Academy will not participate in the enrollment of students who have been determined to have a documented history of a criminal offense, a juvenile court adjudication, or other serious discipline problems under Subchapter A, Chapter 37 of the Tex. Educ. Code.

This is discussed in detail in Attachment E1-Admission and Enrollment Policy

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

25

II. Person(s), position(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities? *Including educational or experience requirements.*

CEO/Superintendent- 2+ education experience, Bachelors degree

III. What percentage of the budget will be used towards student recruitment in Year 1?

0.25

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

☒ Low-Income Families

☒ Other

Home Schooled Students

☐ Gifted and Talented Students

☐ Students with Special Needs

☒ Students At-Risk

☐ Drop-Out Recovery

NARRATIVE (1) - Discuss recruitment strategies (with time lines) that will effectively reach the anticipated community. If the applicant has cited "charter school wait lists" among community need(s) above; provide specific reasoning to validate the belief that prospective parents will choose the proposed program over pre-existing charter operators.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

NARRATIVE (2) - Provide metric(s) that will determine effectiveness of recruitment strategies in Year Zero (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Press to Input Narrative Response

Evaluation Criteria A response should:

- Present specific strategies that will effectively reach the community- citing research, theory and/or experience.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation. Roles should be supported with sufficient education and/or experience requirements.
- Present specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness. Roles should be supported with sufficient education and/or experience requirements.
- Reference budget amounts that are congruent with the financial workbook.

NARRATIVE (1) - Discuss recruitment strategies (with time lines) that will effectively reach the anticipated community. If the applicant has cited "charter school wait lists" among community need(s) above; provide specific reasoning to validate the belief that prospective parents will choose the proposed program over pre-existing charter operators.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

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

Monarch Education will use much of the strategies that were have been used by the founder to reach the community regarding Monarch Academy. During this process, the founders of Monarch Education have built many relationships with members of the community and plan to include them in there recruitment strategies upon charter approval. Below some of the strategies Monarch Academy will use to reach the youth and parents of the community. All strategies will inform parents and potential students of what Monarch Academy will offer as well as what a charter school exactly is.

Monarch Academy has already been endorsed by the Greater Killeen Chambers of Commerce. In doing so, they provide services to businesses in Killeen, Tx that help boost citizen participation. The four areas that they are involved in include: Community Development, Military relations, Economic Development and Public Policy. Upon approval, the founders and the Greater Killeen City of Commerce have already begun to implement plans for outreach, including a grand opening ribbon cutting ceremony.

Killeen Media outlets- Monarch Education has already been contacted by new and radio stations about the prospective charter school with the goal of getting more information. The founders expressed that upon approval of the charter interviews will be welcome.

Word of Mouth- The Board Members of Monarch Education will be able to reach many people through out our community. Like mentioned throughout the application, Killeen, Tx is a small city with big city attributes. In saying that, when we say everybody know everybody, it is true. Because of the fact, our Board Members as well as the city leader we are in contact with will be able to spread the word of Monarch Academy with ease.

Social Media- In the new age of technology, social media help companies reach millions of people with the push of a button. Monarch Education's founders have already begun reaching people on social media, and intend on using the platforms for continued outreach.

Flyers- Upon approval the everyone involved with Monarch Education at that time will engage in passing out flyers at events and meetings. The CEO will also actively reach out to local businesses to assess possibility of leaving flyers in their business. The CEO will also strategically place tear off flyers in high traffic areas and venues around Killeen, Tx. The school board and admin team will also go door-to-door to inform the community of the school of choice coming to their city.

Website- The founders of Monarch Education have created a website on the platform Wix.com. The website has generated traffic and inquires which have all been answered based upon approval of charter. Upon approval, the website will also have the Charter School Enrollment form. The CEO is responsible for the maintenance of the website.

Meetings- The founders of Monarch Education have been and will continue to attend city council meeting and general community meeting. This was a great tool in getting the initial information about Monarch Academy as a proposed charter school out to the community. Due to this fact, the founders and school board will continue to use meetings to learn community news as well as a recruitment strategy .

Details about finances for recruitment strategies can be found in detail in the Financial Plan Workbook attachment.

NARRATIVE (2) - Provide metric(s) that will determine effectiveness of recruitment strategies in Year Zero (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

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

The metric that the Board will use to determine effectiveness will directly coincide with the submitted enrollment forms as well as the enrollment numbers when the school begins to take applications and accept students.

If the enrollment numbers are lower than expected during the first year the Board will then begin to implement strategies using funds delegated by the CEO. The could include, but is not limited to, advertisement, local commercials, and hosting community events.

I. Anticipated date for first day of school:

Aug 19, 2019



To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

II. Total Number of Instructional Minutes in the School Year:

78,300

III. Start/Dismissal Times :

EE3	<input type="text" value="N/A"/>	to	<input type="text" value="N/A"/>
Pre-K	<input type="text" value="N/A"/>	to	<input type="text" value="N/A"/>
K	<input type="text" value="N/A"/>	to	<input type="text" value="N/A"/>
K-5	<input type="text" value="7:45"/>	to	<input type="text" value="3:00"/>
6-8	<input type="text" value="7:45"/>	to	<input type="text" value="3:00"/>
9-12	<input type="text" value="7:45"/>	to	<input type="text" value="3:00"/>

IV. Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "N/A" in the appropriate box if the grade level will not be offered.

EE3	<input type="text"/>	4th Grade	<input type="text"/>	10th Grade	<input type="text" value="7.25"/>
PreK4	<input type="text"/>	5th Grade	<input type="text" value="7.25"/>	11th Grade	<input type="text" value="7.25"/>
Kindergarten	<input type="text"/>	6th Grade	<input type="text" value="7.25"/>	12th Grade	<input type="text" value="7.25"/>
1st Grade	<input type="text"/>	7th Grade	<input type="text" value="7.25"/>		
2nd Grade	<input type="text"/>	8th Grade	<input type="text" value="7.25"/>		
3rd Grade	<input type="text"/>	9th Grade	<input type="text" value="7.25"/>		

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 should:

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- 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.

At Monarch Academy our main goal is to ensure students are prepared for TEKS mastery as well as being involved in the community. With this the founder had to take into consideration the community classroom aspects as well the project based learning aspects. There also has to be consideration for the military hours many of our parents will have. With all of this in mind below is the typical bell schedule for students at Monarch Academy.

Sample Bell Schedule 5 min passing period in between classes

7:00 AM Monarch Academy opens door and begins to serve breakfast and hold study halls

7:45AM-8:35AM "0" hour Academic Advisory Period

8:40AM-9:30AM 1st period

9:35AM-10:25AM 2nd period

10:30AM-11:20AM 3rd period (Lunches will begin during this period and run through 6th period)

11:25AM-12:15PM 4th period

12:20PM-1:10PM 5th period

1:15PM-2:05PM 6th period

2:10-3:00 7th period

Dismissal 3:05

After school program until 5 if needed

435 total minutes of instruction time including passing period.

In the middle school grades sciences (6th-8th grade Bio and Chem will meet 3 times a week one of which will be for labs and discussions)

As mentioned throughout this application, community classrooms will be an integral part of our curriculum. Yellowstone College Prep in Houston have been the main research the founders have done about incorporation of the community into the school. The following aspects from YCP will be incorporated into our curriculum.

"Sample Community Classroom Schedule

Twice a month, students will participate in a Community Classroom experience. At least one of these days will be off campus and the second day will be focused on a PBL assignment based on the learning from the Community Classroom. All faculty will be involved with facilitating the on-campus and off-campus Community Classroom experiences; substitute teachers will not be required to make the community classrooms possible.

What follows is a sample schedule for these days:

Community Classroom Experience:

7:45-8:45 AM: Community Classroom preview work/review concepts for the day

9:00-2:00 PM: Community Classroom experience off-campus with sack lunch

2:30-3 :00PM: Small group debriefing and presentations

Project Based Learning Day:

7:45-8 :30 AM: Review of community classroom experience, discussion of lessons learned and highlights from small group debriefs.

8:30-9:15 AM: Introduction of PBL project or problem for the day; faculty will explain the exercise, students will be separated into groups and different locations in the building.

9:15-9:30 AM: Intermission

9:30-11 :40 AM: PBL time with faculty member and student groups.

11:40-11 :45 AM: Intermission

11:45 AM-12:30 PM: LUNCH

12:30-12:35 PM: Intermission

12:35-2:30 PM: PBL time with faculty member and student groups.

2:30-3:00PM: Grade levels come back together as a whole group for student presentations and PBL debriefing"

Yellowstone College Prep did a great job at incorporating two aspect, PBL and Community Classrooms, into their curriculum and though we live in different community the founders of Monarch Education believe that this is a great guideline for incorporating these concepts into the school schedule.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/22-34.pdf



All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

I. Will all teachers be state certified?

Yes ☐ No ☒

II. Number of Certified Special Education Teachers anticipated in Year 1

1

III. Number of Certified Bilingual/ESL Teachers anticipated in Year 1

1

IV. Person(s), position(s), and/or entities that will plan, implement, and evaluate recruitment activities. Including educational or experience requirements.

CEO/Superintendent- Masters degree, 2+ leadership position, 2+ years education field
Head of School- Bachelors degree, 2+ years in education field



The Superintendent must reside in the State of Texas at the time of employment.

V. Will teachers have scheduled planning periods?

Yes ☒ No ☐

If yes, indicate daily, weekly time and duration permitted for instructional preparation.

Teacher will have at least an hour, outside of lunch



Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)

NARRATIVE (1) 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.

(i) Include roles and responsibilities for anyone involved in planning, implementation, and evaluation of recruitment activities.

NARRATIVE (2) Discuss strategies to support unforeseen staff shortages.

Press to Input Narrative Response

Evaluation Criteria

A response should:

- Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and/or various support staff. This process should demonstrate the five attributes of innovation.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation. These roles should be supported with sufficient educational and/or experience requirements.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness. These strategies should be supported with sufficient educational and/or experience requirements.
- Address any foreseeable obstacles to successfully recruiting quality staff and provide strategies to overcome those obstacles.
- Present specific strategies to support unforeseen staff shortages.

NARRATIVE (1) 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.

- (i) Include roles and responsibilities for anyone involved in planning, implementation, and evaluation of recruitment activities.**

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

The Monarch Academy leadership, including the HOS, HOPS and CEO will develop a rubric to ensure the hiring process brings in the most qualified applicants. The leadership team will work with the Board of Directors to hold recruitment events through out the city of Killeen. Along with this, the CEO, HOS and available board member will go to recruiting events at local colleges including CTC, Texas A&M Central Texas and UMHB

NARRATIVE (2) Discuss strategies to support unforeseen staff shortages.

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

In the event that there are unforeseen staff shortages, leadership will step into teaching positions as needed until position can be filled. This will not lead to an increase in income for the year.

fyi The Public Education Information Management System [PEIMS] encompass all data requested and received by TEA about public education; including student demographic and academic performance, personnel, financial, and organizational information. More importantly, open-enrollment charter schools receive their Foundational School Program (FSP) funds based on average student daily attendance, of which is collected, approved, and uploaded (submitted) directly by the charter school Superintendent. The role of PEIMS coordinator is one of the most important positions for the success (or) failure of charter school operations.

I. The proposed charter school will have a full-time PEIMS coordinator? Yes ☒ No ☐

II. If yes, beginning in what year? 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐

III. If no, cite individual organization positions that will facilitate all applicable duties that will be associated with PEIMS data collection and reporting.

IV. Starting Salary Range?

45,000



A failure, on the part of the Charter School, to report accurate PEIMS data can result in the recapture of FSP funds.

V. Educational and Experience Requirements for the PEIMS coordinator (or individual/organization/position that will perform PEIMS affiliated activities).

Bachelors degree required
Bachelors in Accounting preferred

VI. Plans to provide training(s) for the PEIMS coordinator (or individual/organization/position that will perform PEIMS affiliated activities). Include timelines and budget cost in the response.

The PEIMS coordinator will preform all training required by TEA.

I. Person(s), position(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities. *Include educational or experience requirements.*

HOS- Bachelors degree 2+ years in education
CEO- Bachelors degree 2+ years in education

II. Will the applicant require any professional development prior to the start of the school year? Yes ☐ No ☒
If yes, briefly explain.

III. How often will teachers be appraised?

Twice a year

NARRATIVE (1) - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program. Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

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 should:

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget. This plan should possess the five attributes of innovation.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities. These roles should be supported with sufficient educational and/or experience requirements.
- Demonstrate extensive availability for professional development within the school calendar, daily schedule, and staffing structure.
- Clearly explain how the school's calendar, daily schedule, and staffing structure will help facilitate the professional development 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.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

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

An Eagle's Wing Student Support Service will work with the CEO and HOS to implement training for the Monarch Academy staff.

Teacher retention is a national problem and one that effects public and private institutions. Statistics show that within 5 years, 50% of our new teacher hires will have left the profession, the majority of those having left within the first year. Research suggests that teachers are dissatisfied with the low pay that a career in teaching provides, but the pay concern only drives teachers out of the field when the following factors are compounded: lack of administrative support, feelings of isolation and lack of effective training, and student discipline problems. A high teacher turnover rate affects the school financially but, worse, it negatively effects the learning outcome of students. A marginally trained, struggling teacher is incapable of lifting the bar of expectation on academic achievement, motivating students towards academic excellence. In contrast, that same teacher, with proper mentorship, support and training can grow into a strong, successful educator, benefitting the students and the school as a whole.

Objective 1: To increase teacher effectiveness, satisfaction and retention through teacher mentorship, advocacy and professional training in the practice of instruction.

All teachers will participate in the "RISE" program-Raising the bar on Instruction for Success in Education"

We intend to provide regular observations and post-observation mentorship meetings, serving as a source of encouragement and positive feedback for the purpose of increasing the effectiveness of instructional practice and satisfaction as well as staff cohesion. This would include senior teaching staff in order to identify masterful skills that can contribute to the mentorship of less experienced teaching staff.

We would like to provide "Connect", a forum for teacher concerns, grievances and praise where teachers can safely provide feedback as to their teaching experience, serving as a teacher advocate – a middle person between the teaching staff and administration. The goal of the advocacy forum is to close the gap between the teaching staff and administrative support, allowing for a more rapid resolution of concerns and grievances as well as a strengthening of those things that are working well for the staff.

We would like to provide teacher workshops three times a year, focusing on best practices in instruction specific to the school culture to include: classroom management, student engagement, assessing our instruction, increasing student mastery, etc. The purpose of the workshops would be to perfect the practice of instruction to increase overall student performance. The suggested workshop schedule would be as follows: Opening of school to present a specific set of professional objectives for the year, mid-year to check progress and make adjustments, and end of year feedback and focus for the next school year.

We would like to facilitate peer observations and staff Round Tables where teachers can share their experience with each other on a pre-determined topic of interest, gaining valuable insight as to how to resolve problems in the classroom as well as improving instructional techniques. The purpose of the Round Tables is to decrease feelings of isolation and increase opportunities for collaboration, cross disciplinary instruction and to strengthen the cohesiveness of your instructional team.

We plan to work with the administration to develop policy and procedure regarding an exit strategy for teachers who may need to make a career change at any point during, or at the end, of the academic year.

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

Though out the school year there will be days built into the school calender to implement staff development. These include half days for students, student holidays and training after school. Teacher will also be required to return back from summer break two week before instruction for training.

I. Number of Board Members:

7

II. Number of Board Members Domiciled in Texas:

7

III. Number of Board Members with Prior Charter Experience:

0

IV. Do any current board members intend to apply for an employed position with the charter? Yes ☐ No ☒

If yes, briefly explain.

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

V. How often will the Superintendent report to the Board? Choose all that apply.

Weekly ☐ Bi-Weekly ☒ Monthly ☐ Quarterly ☐ Annually ☐

VI. How often will the Board review financial reporting data? Choose all that apply.

Weekly ☐ Bi-Weekly ☒ Monthly ☐ Quarterly ☐ Annually ☐VII. The sponsoring entity is a current grantee/sub-grantee of a state and/or federal grant. Yes ☐ No ☒VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years. Yes ☐ No ☒IV. The sponsoring entity will implement TEA's Lone Star Governance- Self Evaluation Tool? Yes ☒ No ☐

Research demonstrates that level(s) of diversity among School Boards is a significant contributor to success and the viability of school governance and operations. Data suggests that **diversity** should be contextualized across multiple domains including, but not limited to: Age, Experience, Gender, Race, and Sex.

NARRATIVE (1) - Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. Response must align with Superintendent Performance Evaluation as discussed in the Governance-Superintendent narratives.

NARRATIVE (2) - Discuss the system/tools/metrics that will be used to assess Board effectiveness.

You must include:

- (a) Self Evaluation
- (b) Training
- (c) School Involvement

Press to Input Narrative Response

Evaluation Criteria A response should:

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the propose governance structure will be effective.

NARRATIVE (1) - Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. Response must align with Superintendent Performance Evaluation as discussed in the Governance-Superintendent narratives.

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

The Monarch Education directors, through much consideration and attention to detail regarding what our community needs are, has assembled an experienced, community involved School Board of Directors to strategically guide the proposed school Monarch Academy to great academic heights. Through special consideration of the laws laid out for charter school governance, the Monarch Education Corporation directors, upon charter approval, will give full governance power of Monarch Academy to the School Board of Directors selected. Detail on this process are listed below:

Carolyn Turner (Mother), Billy Brown (Son), and Amanda Taylor (Brown-Wife) are all established directors of the sponsoring entity, Monarch Education. The directors listed above were all a part of the establishment of the Not-For-Profit Corporation Monarch Education, and were responsible for selecting appropriate board members to govern Monarch Academy. Upon approval of charter by TEA, the governing powers will shift from the directors of the sponsoring entity to the School Board of Directors. This process will be discussed in detail by the everyone involved to ensure Monarch Academy is in compliance with all laws outlined by TEA, including the 19 TAC§ 100.1113 and Texas Government Code § 573.021-573.025 as it relates to Relationships by Consanguinity or Affinity. This Education code notes that A public official may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position if, within a degree described by Government Code, §§573.021-573.025, and §100.1113 of this title (relating to Relationships By Consanguinity or By Affinity):
(1) the individual is related to the public official; or

(2) the public official holds the authority to hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation as a member of a governing body, and the individual is related to another member of that governing body.

To directly stay in compliance, the directors have research and read extensively the Texas Education Code and listed below are the specific and necessary steps taken to ensure compliance:

Billy Brown and Amanda Taylor(Brown) and Carolyn Turner step down from the governing board.

Established board ensure compliance of Texas Education Code with directly with TEA.

Governing board approve Carolyn Turner as CEO/Superintendent

Approve duties and salary of CEO/Superintendent

Come to agreeance regarding role of CEO/Superintendent and the relationship with the Board of Director, including but not limited to date of meeting and information regarding best practices for Monarch Academy.

Governing board approve Billy Brown as Head of School

Though the Head of School usually directly reports to the CEO/Superintendent, the Monarch Academy governing structure will have the HOS report directly to the Board of Directors. This not only allows compliance regarding 19 TAC§ 100.1113 and Texas Government Code § 573.021-573.025, it also allows for a higher degree of School Board involvement with Monarch Academy and accountability.

Governing board approve job description and salary of HOS.

Come to an agreeance regarding role of HOS and the relationship with the Board of Directors.

The members of the school board are aware of the relationship and will work to ensure Monarch Academy is in compliance and stays in compliance. Before approval by Board of Directors, TEA will be contacted for guaranteed compliance. Changes will be made as needed and directed.

The CEO/Superintendent will be general be responsible for ensuring compliance with TEA guidelines as will act as the primary representative for the organization amongst the community. The CEO will also be responsible for working directly work in cooperation with the HOS and HOPS. All of the duties of the CEO/ Superintendent are outlined in the Staffing section of the application.

When selecting the School Board of Directors, the founders of Monarch Education wanted to ensure that it was not only steeped in education knowledge and experience, but that it also reflected the unique and diverse aspects of our community. Along with this we also wanted to ensure that the board members had the same dive and enthusiasm about educating our youth in the community as we, the founders, did. With this in mind the founders set out to build a strong, experience, diverse board of directors to guide and develop Monarch Academy in the right direction. The board includes the likes of community leaders, educators, and officials. Through this rigorous process, board members have been asked to step down

and ultimately replaced to ensure that the most qualified members are in place, because our youth deserve the best of the best. The Monarch Academy Board of Directors encompass everything we want out of a community school and embodies our core values in their everyday lives.

1. Dr. Claudia Brown: Dr. Claudia Brown is currently serve as Bell County Justice of the Peace in Precinct 4, Place 1. She is a retired principal from Maryland State Public School. She has a master's degree in Planning and administration and served as a Baltimore City Public School teacher, assistant principal, Education planner, and principal. She also served the State of Maryland as a welfare, housing, psychiatric and medical social worker for 10 years. After retirement as a principal Dr. Brown served the State of Maryland as a license commissioner for eight years. Dr. Brown also served as an Honorable Killeen City Council Member and a Killeen Human Resources Coordinator. Dr. Brown is heavily involved in the community and would like to see the City of Killeen offer students a school of choice.

2. Tavares Bethal: Tavares Bethal is currently in the United States Army where he has served his country for the past 18 years. He is also the Director of the Village United, a nonprofit organization that collaborate with community leaders that seek to affect positive change in the youth in our community while raising the awareness of the adults/parents. Tavares is very active in the community where he continues to promote positive change. While enlisted Tavares served as the Senior Instructor at the Eighth United States Army Wightman Noncommissioned Officer Academy. Tavares served a critical role in the establishment of the School of the Soldier which was designed to help young men and women increase their aptitude to serve in positions of greater responsibility.

3. Brenda Adams: Brenda Adams is currently a hearing officer for Killeen Independent School District, she is an educator with 40 years of experience. Her experience consists of being a choir teacher for 10 years, a district teacher evaluator for 2 years, an assistant principal for 2 years and a middle school principal for 23 years. Brenda is very passionate about offering the students of Killeen a school of choice.

4. JoAnn Foster: JoAnn Foster is currently the Director of Civic Engagement for The Village United. JoAnn retired from the United States Army where she served as a Human Resources Senior. She is very passionate about our youth and ccommunity and believes in students having a school of choice. JoAnn is currently home schooling her son.

5. Laura Harris: Laura Harris is currently a state certified teacher with Killeen Independent School District. She has over 10 years of experience and also has a school counselor certificate. Laura sees the need for the Killeen area to offer a school of choice and understands the needs of local students in our community. Laura has also served on the board of a non-profit organization.

6. Lendy Jones: Lendy Jones is currently an educator with over 25 years of experience. She has expert knowledge in the developmental and educational needs of middle school students. Lendy also served as a member of the District Employee Advocacy Committee and as a member of the Campus Site-Based Decision-Making committee. Lendy is also a board member for the 5 Pearlz of Hope Foundation, a non-profit organization that provides scholarships, training, and other educational opportunities to youth in the Central Texas area.

7. Sharna Daley: Sharna Daley has worked with children and adolescents within daycares, church events, high school tutoring programs and family centers. She has a Bachelor of Arts in Psychology and a Master of Science in Counseling. Although Sharna is new in the Killeen area she is very excited to be involved with an non-profit organization that is offering the citizen of Killeen a school of choice.

NARRATIVE (2) - Discuss the Board's plan to assess Board effectiveness.

You must include:

- (a) Self Evaluation
- (b) Training
- (c) School Involvement

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

Monarch Academy School Board will use observation, and evaluation to assess successful transition between grade levels. During the 1st year board member along with the directors will establish a detailed action plan for the entire school. As one board member puts it we will study trends, patterns with an emphasis that highlights out longitudinal strengths and targeted areas of need.



THIS PAGE IS ONLY TO BE COMPLETED BY ... board member(s) of the Sponsoring Entity. If this proposal is invited to participate in a capacity interview; authors of this section must be available to discuss the information provided.

I. Authoring Board Member(s):

Tavaras Bethal

II. The applicant has identified an individual to serve as Superintendent.

Yes ☒ No ☐

III. If yes, provide the name and requested information below for the proposed Superintendent:

Name:

Carolyn Turner

Education
and
Experience

Bachelors Degree
20+ years in leadership position of the criminal justice system

IV. Educational and Experience Requirements for the Superintendent position.

Bachelors degree required, Masters preferred
5+ years in leadership position
2+ years in education system

V. Starting Salary Range?

\$90,000-95,000

VI. Will any current Board members likely resign from the Board for employment as the Superintendent and/or administration during the initial contract term? *If so, who?* Yes ☒ No ☐

Carolyn Turner and Billy Brown from the founding board

NARRATIVE (1) - If the Board has already identified an individual to serve as superintendent; provide a justification for the selection of this individual as the best candidate for the position.

If the Board has not identified an individual to serve as superintendent; detail the process (and considerations) by which the ideal candidate will be selected.

NARRATIVE (2) - Provide specific metrics that will be used to evaluate the performance of the Superintendent. Metrics must be provided to measure performance in the following areas:

- (i) Governance and Board Relations
- (ii) Community Relations
- (iii) Staff Relations
- (iv) Business and Finance
- (v) Instructional Leadership

Press to Input Narrative Response

**Evaluation Criteria
A response should:**

- Present specific and applicable metrics that will evaluate and assess Superintendent performance.
- Identify a rigorous criteria (and process) for the recruitment and selection of the Superintendent position.
- Provide a justification for the selection of a specific individual (as Superintendent) as the candidate for the position.
- Propose a starting salary range that is reasonable with respect to estimated student enrollment.
- Reference budget amount(s) that are congruent with the financial plan workbook.

NARRATIVE (1) - If the Board has already identified an individual to serve as superintendent; provide a justification for the selection of this individual as the best candidate for the position.

If the Board has not identified an individual to serve as superintendent; detail the process (and considerations) by which the ideal candidate will be selected.

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

Carolyn Turner along with her son Billy Brown are two that place their mission in vision in motion. Carolyn has over 30 years for leadership experience. She is currently a State Certified Special Education Teacher. She is also a certified volunteer for the city of Killeen and has earned an Certificate of Completion from Leadership of Central Texas. Carolyn has earned a Bachelor of Science degree and is currently in process of earning her Masters Degree in Organizational Leadership. Carolyn has lived in the Killeen area for the past 34 years and has worked in the school district for the last 4 years. Its within the traditional school system that Carolyn saw a need for a choice school in the Killeen. Carolyn is passionate about the education of students in the Killeen area and is active in the community to help our youth become productive citizens. We believe that there is not one better to bring the mission and vision of Monarch Academy to life.

NARRATIVE (2) - Provide specific metrics that will be used to evaluate the performance of the Superintendent. Metrics must be provided to measure performance in the following areas:

- (i) Governance and Board Relations
- (ii) Community Relations
- (iii) Staff Relations
- (iv) Business and Finance
- (v) Instructional Leadership

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

GOVERNANCE — Academic Performance Indicators

Indicator

Board Member(s) with Demonstrable Experience to Lead Assessments



If this proposal is invited to participate in a capacity interview; each Board member listed should be available to discuss the information listed, relevant experience, and proposed metric(s).

I. Student Proficiency

Above local district

II. Academic Growth

Above local districts

III. Students at Grade Level by subject

Above local districts

IV. Special Education and English Language Learners Data

Above local districts

V. New Student/Returning Students

Above local districts

VI. District and State Historical Comparisons

Above local districts

VII. Composite Peer District

Above local districts

VIII. Bottom 10% Proficiency Growth

Above local districts

IX. Top 10% Proficiency/Growth

Above local districts

X. Achievement Gaps

Above local districts

XI. High School Readiness... if applicable

Above local districts

XII. Other? You may include additional information, indicators, considerations within the narrative.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed academic performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

Press to Input Narrative Response

Evaluation Criteria A response should:

- Demonstrate a consistent and sufficient evaluation schedule.
- Present specific and applicable metrics that will evaluate and assess academic performance..
- Identify specific thresholds/performance levels that will determine success or failure.
- Identify specific Board member(s) that have demonstrable experience and competency to assess academic performance.

GOVERNANCE — Financial Performance Indicators

Indicator

Board Member(s) with Demonstrable Experience to Lead Assessments



If this proposal is invited to participate in a capacity interview; each Board member listed should be available to discuss the information listed, relevant experience, and proposed metric(s).

I. YTD revenue and expense vs. budget

II. Fund Balance or Reserve Ratio

III. Direct Classroom Investment

IV. % of Revenue Spent on Personnel Costs

V. % of Revenue Basic Instruction

VI. Average Spending Per Pupil (and comparison to averages)

VII. % of Expenditures on Facility

VIII. % of Expenditures Spent on Central Services

IX. IT Spending on Student

X. IT Spending as Percent of Budget

XI. Relationship between Priority Area(s)

XII. Internal Accounting Control

XIII. Other? You may include additional information, indicators, considerations within the narrative.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed financial performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

Press to Input Narrative Response

Evaluation Criteria A response should:

- Demonstrate a consistent and sufficient evaluation schedule.
- Present specific and applicable metrics that will evaluate and assess financial performance..
- Identify specific thresholds/performance levels that will determine success or failure.
- Identify specific Board member(s) that have demonstrable experience and competency to assess financial performance.

NARRATIVE (1) - Discuss the Board's plan to assess the proposed financial performance indicators.

You must include:

- (a) How often the Board will assess each indicator
- (b) Specific Metrics for each indicator; and
- (c) Thresholds that will determine success and failure

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

Monarch Academy School Board will use observation, and evaluation to assess successful financial performance levels. During the 1st year board member along with the directors will establish a detailed action plan for the entire school. As one board member puts it we will study trends, patterns with an emphasis that highlights out longitudinal strengths and targeted areas of need.



Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to Financial Accounting and Reporting, Non-Profit Charter School Charter of Accounts: Click [here](#) to view.

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

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

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

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

V. State the fiscal year end-date for the Sponsoring Entity. *mm/dd*

VI. Person(s), position(s), and/or entities that had a significant role in the creation and adoption of the start-up plan (and associated budget).

Billy Brown - Head of school

VII. State the fiscal year end-date for the Charter.

June 30 ☒

August 31 ☐



Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

NARRATIVE (1) - Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals. The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.

Also include a description of how the charter school operations will mitigate waste, fraud, and abuse.

Press to Input Narrative Response

Evaluation Criteria
A response and financial plan
workbook should:

- Provide funding/revenue sources that can be fully supported by Verifiable Proof of Secured Funds documentation and demonstrates the viability and adequacy of all listed amounts.
- Demonstrate considerable Board involvement in the creation and adoption of the Start-Up Plan.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

NARRATIVE (1) - Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals. The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.

Also include a description of how the charter school operations will mitigate waste, fraud, and abuse.

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

Please see attached



The term "**initial contract period**" refers to the initial five-year 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.

I. What is the cumulative amount of donations COLLECTED? *If any...*

How many donors reflect this amount?

II. What is the cumulative amount of donations received with a FIRM COMMITMENT? *If any...*

How many donors reflect this amount?

III. What is the cumulative amount of all other donations ANTICIPATED? *If any...*

How many donors reflect this amount?

IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER? *If any...*

How many donors reflect this amount?



A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program (FSP)* funding is used to offer a full-day PK program.

NARRATIVE(1) - Provide a detailed budget narrative and sources of funding, which must include 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).

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 secure and which are anticipated, and include evidence of commitment for any funds. Explain the basis for assumptions around unsecured/anticipated funding sources.

NARRATIVE (2) - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

Press to Input Narrative Response

Evaluation Criteria A response and financial plan workbook should:

- 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 are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

NARRATIVE(1) - Provide a detailed budget narrative and sources of funding, which must include 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).

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 secure and which are anticipated, and include evidence of commitment for any funds. Explain the basis for assumptions around unsecured/anticipated funding sources.

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

Beginning in 2018, after charter award, processes for "start-up year" staffing will begin. Carolyn Turner, and Billy Brown, who are both apart of the founding board of Monarch Education, will step down from these positions to become an integral part of carrying out the mission and vision for Monarch Academy. The Board along with Mrs. Turner will then discuss, in detail, how the vision will and need to be strategically carried out and the CEO/Superintendent of Monarch Academy. During this meeting discussions about governance structure and hiring strategy will also happen to ensure finances and roles and responsibilities are clear and concise. A discussion will also take place with Billy Brown about roles and responsibilities of the Head of School. Like mentioned in the governance section of the application the CEO/Superintendent and Head of School will answer to the School Board. After both Carolyn Turner and Billy Brown step into their perspective positions, the discussion for hiring a Head of Operations will begin. The hiring of the Head of Operations will also involve the School Board, as many of them have experience in the intricacies of how to effectively open and develop a campus. After the hiring of the Head of Operations, all of the information regarding finances of Monarch Education will be transferred to the person in that position. This includes grant information researched by the founding board, as well as perspective loan options if needed. This information will also include information regarding awarded grants, if applicable. This is outlined in detail in the "detailed start-up narrative section".

Funding is vital for sustaining and becoming prepared to open our door to the community. Due to this fact, we will not only have one position responsible for securing funds. There will be a team that consists of the CEO/Superintendent, Head of Operations, and the President and Treasurer of the School Board. There is also a grant writer on the School Board who will have an integral part in applying for and securing grants. Approaching funding as a team will allow different aspects and experience to explore many avenues. The team will also be able to work together to ensure funds are being appropriately distributed and accounted for.

Of the grants that Monarch Academy intends to apply for, the main one we assume to cover close to or over the anticipated start-up budget is the Community Development Block Grant. The CDBG program is a flexible program that provides communities with resources to address a wide range of unique community development needs. Our local government here in Killeen notes that the CDBG is an important tool for helping our community tackle challenges. The CDBG is available to 501(c)(3) organizations and one of three of the following national objectives to be eligible. The three national objectives are:

- 1) An activity or program must benefit low to moderate income persons; or
- 2) Aid in prevention or elimination of slum and blight in the community; or
- 3) Emergency purposes, such as weather related disaster

Like mentioned in the student demographic section of the application, Monarch Academy anticipates an enrollment of economically disadvantaged students close to the surrounding districts of around 50%. In 2005 a former charter school in the area received this grant for approximately \$396,000 for charter purposes. Due to this fact, we reached out to the community and got in contact with the former city council member that assisted Transformative Charter School in getting this grant. He and the city development department responsible for this grant let us know that we have a high chance and meet the qualification for receiving this funding. The application for the CDBG open in January and the Board will work to secure this funding.

The former city council member will also assist us in this process and has written a letter to voice his confidence in helping us.

The Board of Directors also intend on applying for the 2018-2020 Charter School Program Start-Up Grant to aid in the "0 year" of Monarch Academy. "The purpose of this funding is to provide financial assistance for the planning, program design, and initial implementation of charter school and expand the number of

high-quality charter school available to student." The qualifications for the grant are outlined by TEA and are as followed:

Schools that meet the federal definition of an open-enrollment charter and that have never received PCSP start-up grant funds. The outline and guidelines were reviewed by the board and are available on TEA Grant Website.

The projected budget and expenses are outlined below and detailed in the Financial Plan Workbook attachment.

Salary for leadership team- \$150,000

The leadership team will consist the CEO/Superintendent, Head of School, and Head of Operations. This team will work together with the Board of Directors to ensure the proper measures are in place to be prepared to open the doors in 2019. Each member will draw a salary of \$50,000 for the full start-up year. The estimate for the price of benefits that include health, dental, and vision is \$8,451 and will be adjusted as needed to ensure affordable care for the school and full time workers. The leadership team, during the start-up year, will take on the role of PEIMS coordinator until one is hired during the crucial time leading up to opening. The PEIMS coordinator will begin working three months before the start of the new fiscal school year at a salary of \$11,250.

During this time the leadership will also be working to ensure proper measures are being made to ensure preparedness for the start of the 2019 school year. The list of operation expenses and estimates are listed in detail in the Financial Plan Workbook.

State Budget- The main income beginning Year 1

Year 1

Projected Student Enrollment at 85% Average Daily Attendance

5th-100

6th- 150

7th- 150

8th-100

Total- 500, ADA- 425

With an 85% ADA the revenue/pupil equal out to \$7,046 in year one. This will be our first year so an estimate of 85% is reasonable when compared to districts averages and possible student transfers. Our total number of students will equal out to 500 and will generate an estimated revenue of \$3,222,998. With 500 students, to ensure a 20:1 ratio in all classes, Monarch Academy will employ 25 teachers. Fundraising will take place during year 1 as well and will continue through year 5.

Year 2

Projected Student Enrollment at 89% ADA

5th- 100

6th-150

7th-150

8th -150

9th- 50

Total- 600, ADA-534.0, Percent change- 26%

In year 2 we will have our first year of high school students. This will increase our enrollment at Monarch Academy as well as the amount of teachers. A high school counselor and high school director of programs will also be hired during this time. Though 89% is a fairly high ADA estimate, we are confident that our students will have high attendance rates for the reasons outlined in our mission and vision. The estimated revenue generated from student enrollment in year 2 is \$4,060,978.

Year 3

Projected Student Enrollment at 89% ADA

5th-100

6th-150

7th- 150

8th-150

9th-50

10th-50

Total- 650, ADA-578.50, Percent change- 8%

As we continue to grow through year 3 we will continue to need to add more teachers and staff. As the

years continue we also anticipate to keep a steady attendance average because of proven methods and student involvement with Monarch Academy. In year three the Monarch Academy staff will grow to 63 with a total of 32 teachers which will be a much needed increase to ensure student interaction and comprehension. The estimated revenue generated during year 5 will be \$4,385,856. We will also continue the funding raising initiative to provide funds as a contingency if ADA is lower than estimated.

Year 4

Projected Student Enrollment at 89% ADA

5th- 100
6th-150
7th -150
8th-100
9th- 100
10th-50
11th-50

In year 4, we will add the 11th grade to Monarch Academy. We anticipate our student population will begin to grow in the middle school level as we begin to have assessment stats and as we continue to raise our community awareness. Though it could be hard to retain students when it comes to high school because of traditional standards (i.e. homecoming, other traditional high school experiences), we believe the numbers will increase as we move our middle school students through the grade levels and also as we continue to develop our high school programs. With an ADA of 89% the estimated revenue generated will be \$4,736,725. Fundraising will still be an integral part of our financial plan for contingency reasons.

Year 5

Projected Student Enrollment at 89% ADA

5th-100
6th-150
7th-150
8th-100
9th-100
10th-50
11th-50
12th-50

In year 5, Monarch will have its first graduating class. The amount of students will begin to reach the maximum number of 800. We anticipate in the following years the high school number will continue to increase, while the middle school number begin to even out. The estimated revenue generated will be \$5,068,295. Like during previous years our fundraising initiative will continue for the purpose of contingency reasons.

Local Revenue- Like mentioned will anticipate that Monarch Academy, because of prior history and city council involvement, will receive the CDBG. From speaking to city official, we estimate that this grant will cover most if not all of our total local revenue. The amount that is not used during "0" year will be used in year "1". Also like mentioned above the board intend to apply for the 2018-2020 Charter School Program Start-Up Grant. The anticipated amount for the CDBG, after research, is \$200,000 conservatively.

Personnel- At Monarch Academy when anticipate having close to, if not over 500 students in year 1. Due to this fact, the number of teachers and staff may seem high, but each position is imperative for the success of the students. To aid in the expenses regarding staff, Monarch Academy will hire a Community Outreach Coordinator part time for the first 2 years leading up to FTE after that. The Head of School, who previously taught middle school science, will also step in to teach science courses as needed. The CEO, because she is Special Education Certified, will also be involved with SPED regulations. Total expenses for payroll and increase from \$2,058,500 in year 1 to \$3,389,085 in year 5.

Contracted services- The only contacted services we anticipate at the moment for the 1 year is food services. At a 3.30 per meal*185 days* 80% Attendance (lower percent to adjust for probable reduced lunches) the total for year 1 would be \$244,200 increasing to \$384,014 in year 5. We also budgeted for \$20,000 in legal fees and services. These fees are not expected to be this significant and is just an estimate.

Facilities- Monarch Education will enter an agreement with Highmark School upon approval of charter. With the limited amount of information available Highmark does not expect our expensive to be over 20% of the total income yearly. Payments are estimated to be approximately \$400,000 yearly.

NARRATIVE (2) - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

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

Funding is vital for sustaining and becoming prepared to open our door to the community. Due to this fact, we will not only have one position responsible for securing funds. There will be a team that consists of the CEO/Superintendent, Head of Operations, and the President and Treasurer of the School Board. There is also a grant writer on the School Board who will have an integral part in applying for and securing grants. Approaching funding as a team will allow different aspects and experience to explore many avenues. The team will also be able to work together to ensure funds are being appropriately distributed and accounted for.

Of the grants that Monarch Academy intends to apply for, the main one we assume to cover close to or over the anticipated start-up budget is the Community Development Block Grant. The CDBG program is a flexible program that provides communities with resources to address a wide range of unique community development needs. Our local government here in Killeen notes that the CDBG is an important tool for helping our community tackle challenges. The CDBG is available to 501 (c)(3) organizations and one of three of the following national objectives to be eligible. The three national objectives are:

- 1) An activity or program must benefit low to moderate income persons; or
- 2) Aid in prevention or elimination of slum and blight in the community; or
- 3) Emergency purposes, such as weather related disaster

Like mentioned in the student demographic section of the application, Monarch Academy anticipates an enrollment of economically disadvantaged students close to the surrounding districts of around 50%. In 2005 a former charter school in the area received this grant for approximately \$396,000 for charter purposes. Due to this fact, we reached out to the community and got in contact with the former city council member that assisted Transformative Charter School in getting this grant. He and the city development department responsible for this grant let us know that we have a high chance and meet the qualification for receiving this funding. The application for the CDBG open in January and the Board will work to secure this funding.

I. Does the applicant plan to contract any services?

Yes ☐ No ☒



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who manage significant aspects of charter operations - including but not limited to, curriculum, finance, facilities, and human resources.

II. What area(s) of service will be outsourced?

Check all that apply.

Back Office Services	Beginning in Year	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Food Services	Beginning in Year	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Transportation	Beginning in Year	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Janitorial and Grounds	Beginning in Year	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Other	<input type="text"/>	

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

Beginning in Year 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

IV. If using a Charter Management Organization (CMO), briefly describe the fee structure of the contract. NA ☐

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

Include discussion on costs, timelines, and the selection process of prospective vendors.

Press to Input Narrative Response

Evaluation Criteria
A response and financial plan workbook should:

- Rationalize the need for each proposed service - including an extensive decision making process.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific costs, timelines, and selection processes of prospective vendors.
- Present costs that are congruent with the financial workbook.



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the applicant is an *Out-of-State* organization. If you indicated "no" above, you are done with the narrative portion of this application.

I. List all other states in which the applicant currently operates, or has in the past operated a Charter School(s). Include the years each school was opened.

II. Number of schools currently serving the following grades outside the State of Texas.

Elementary School

Middle School

High School

NARRATIVE (1) - Provide an overview for the *out-of-state* organization's overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

NARRATIVE (2) - Discuss all demographics currently served by the charter operator. The response should be disaggregated by state.

NARRATIVE (3) - Discuss foreseeable challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

I. Identify the *out-of-state* organization's leadership team and their specific roles and responsibilities. *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.*

II. Total Number of Support Services



The term "**support services**" refers to any service that will be provided by the out-of-state organization for the purposes of assisting the proposed charter school succeed. Such services might include software, mentoring, professional development, technical support etc.

NARRATIVE (1) - Discuss all shared or centralized support services, including all associated costs, that the *out-of-state* organization will provide to the school in Texas.

NARRATIVE (2) - Explain how the relationship between the governing board and the secondary board will be managed.

NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school- including the school's academic performance, financial, and operational viability. The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school's performance.

Press to Input Narrative Response



The Texas Education Agency will use the information in this section to assess the (1) academic, (2) organizational, and (3) financial performance records of the organization and its charter schools. The Agency reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information. Including academic proficiency data, growth data, recent renewal evaluations, site reports, and independent financial audit reports.

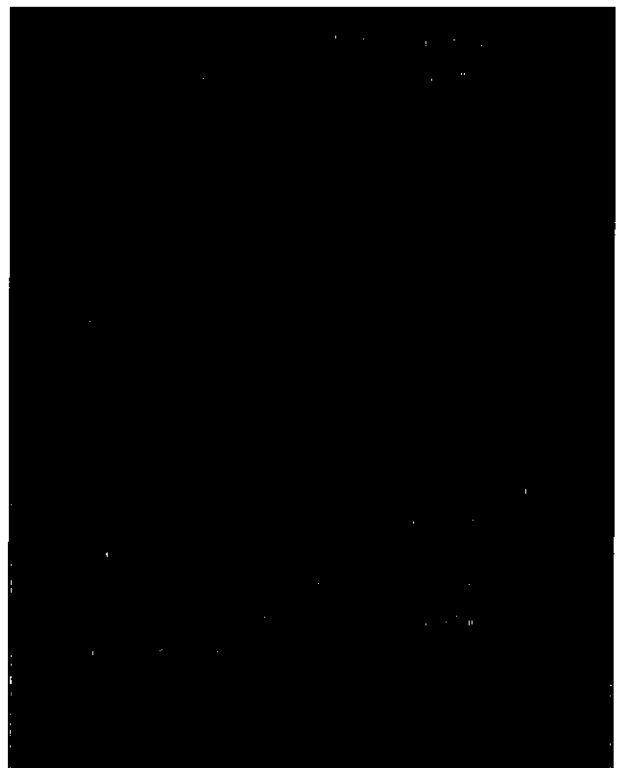
I. Applicant's national charter school portfolio contains at least one school that was previously approved by any charter authorizer, but failed to open or did not open on-time. Yes ☐ No ☐

If yes, provide reasons for the failure or delay.



This section has a required Attachment OS1 Charter School Performance Data.

NARRATIVE: If the *out-of-state* organization's national charter school portfolio contains at least one school that contained performance deficiencies or compliance violations that have led to formal authorizer intervention within the last five years [including shortened or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.



Press to Input Narrative Response

Provide the Following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September, 2017. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on September 15, 2017 and September 22, 2017, of which applicants were required to attend one. Each session provided details about (i) applying for (and holding) a charter in the state of Texas; (ii) contents of the RFA document; and (iii) application preparation and submission requirements for both electronic and hard copy application documents.

Consequently, 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 individual(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-Three Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, 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.texas.gov along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. 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: Monarch Academy

Sponsoring Entity Name as reflected on the 501(c)(3): Monarch Education

Application Contact Name: Billy Brown

Title/Role: CEO/Founder

Email: billy.brown@monarch-education.com

Phone: 254-466-5956

Board Member Attending: Carolyn Turner

Board Member Attending: Tavaras Bethel

Board Member Attending: Amanda Taylor

Amanda Taylor

Board Member Attending: _____

Board Member Attending: _____

Date of Session: ☐ Friday, September 15, 2017, 9:00 a.m. - 4:20 p.m.

☒ Friday, September 22, 2017, 9:00 a.m. - 4:20 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact Jennifer Hagan at 512-463-0359 or jennifer.hagan@tea.texas.gov.

Provide the Following:

A scanned/photo copy of the official public notice/advertisement (as printed) in the newspaper. The copy that is provided in this application must include the name of the publication (as printed) and publication date.

Each public notice must 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.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle* etc.) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print (not just electronic).

At a minimum, applicants must hold a public meeting within the charter school's proposed geographic boundary. The purpose of this meeting must address/discuss this application for a Generation 23 Open-Enrollment Charter School.

This meeting must take place no earlier than 18 months before the charter application due date. Consequently, any prior public meetings in (or before) June, 2016 are not eligible for consideration.

Lastly, any person may attend and participate in the meeting.

ATTENTION: All submitted notices must be dated prior to December 4, 2017.

KILLEEN DAILY HERALD

Serving The Growing Central Texas Area

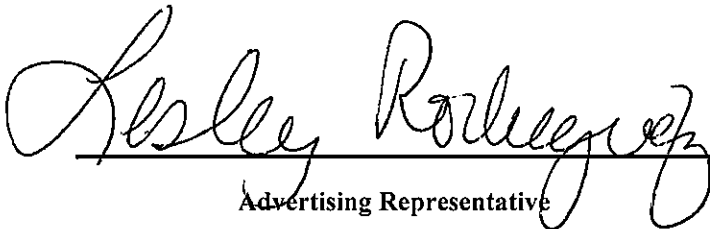
PUBLISHER'S AFFIDAVIT

THE STATE OF TEXAS

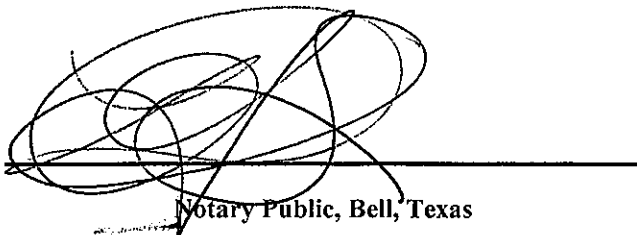
COUNTY OF BELL

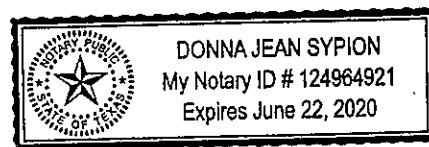
Personally appeared before the undersigned authority

Lesley Rodriguez who being sworn says that the attached ad for: **Monarch Education Board of Directors** published in the **Killeen Daily Herald** on the following dates to-wit: **August 13 and October 19, 2017** at a cost of **\$98.78**.


Advertising Representative

Subscribed and sworn before me on November 20, 2017.


Notary Public, Bell, Texas



127 Legal Notices

127 Legal Notices

127 Legal Notices

NOTICE OF PUBLIC HEARING

IH 14/US 190 from FM 2410 (west) to FM 2410 (east)

CSJs: 0231-03-144 and 0231-04-057



The Texas Department of Transportation (TxDOT) will hold a public hearing regarding the proposed expansion of IH 14/US 190 through the cities of Harker Heights, Nolanville, and Belton, Texas. This project would extend from one mile west of FM 2410 (near Knights Way) to FM 2410 (Simmons Road), approximately 8.58 miles.

TxDOT will open the hearing in an open house format, followed by a formal presentation and public comment session. The hearing details are as follows:

August 31, 2017
Harker Heights Activity Center
400 Indian Trail Drive • Harker Heights, TX 76548

Open House 5:00 p.m. to 6:00 p.m.
Formal Presentation 6:00 p.m. to 6:30 p.m.
Public Comment Session 6:30 p.m.

The proposed project would widen IH 14/US 190 from four to six lanes by adding the third lane of through traffic in each direction in the existing median. Entrance and exit ramps would also be adjusted. No additional right-of-way or relocations would be required. This project would traverse a 100-year floodplain for Nolan Creek and tributaries.

Exhibits showing aerial photography and schematic plans of the proposed project corridor will be on display at the hearing. Representatives from TxDOT and its consultants will be available to answer individual questions during the open house. Public comments are encouraged.

All interested citizens are invited to attend the hearing and discuss the project. The hearing will be conducted in English. Those interested in attending who have special communication or accommodation needs are encouraged to contact Michael Rhodes, Environmental Coordinator at (254) 867-2739 at least five working days prior to the date of the hearing. TxDOT will make every reasonable effort to accommodate these needs.

Information about the proposed project is on file and available for inspection Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m. at the TxDOT Waco District office located at 100 South Loop Drive, Waco, TX. TxDOT offices are open Monday through Friday, from 8:00 a.m. to 5:00 p.m., excluding state holidays.

Written comments relevant to the proposed project may be mailed to: Michael Rhodes, Environmental Coordinator at 100 South Loop Drive, Waco, TX 76704-2858. Please submit written comments by Friday, September 15, 2017. Comments can be submitted by mail or electronically on the TxDOT website (www.txdot.gov). On the home page, click "Public Meetings and Hearings," then click "e-mail us."

The environmental review, consultation, and other actions required by applicable Federal environmental laws for this project are being, or have been, carried out by TxDOT pursuant to 23 U.S.C. 327 and a Memorandum of Understanding dated December 16, 2014, and executed by Federal Highway Administration (FHWA) and TxDOT.

(Legal notice published in the Killeen Daily Herald on August 13, 2017.)

127 Notices

128 Seminars/ Meetings

MEETING NOTICE

The Monarch Education Board of Directors will hold an information session on August 19th, 2017 at 11:30 A.M. at Founder's Hall at Texas A&M Central Texas. Members of the school board are: Tavaras Bethel, Ernest Wilkerson, Sharna Daley, Carolyn Turner, Lendy Jones and Joann Johnson.

DOES YOUR PET
NEED A NEW HOME?

FIND ONE TODAY.



127 Legal Notices

175 General

175 General

US FOODS
SERVING KNOWLEDGE COOKING

We're Hiring!

Fleet Mechanic Associate - Buda, TX

HS diploma or equivalent required; (5) yrs of verifiable hands-on experience as a heavy duty commercial diesel mechanic or reefer mechanic or a combination of both; or (3) years verifiable hands-on experience with either Diesel Mechanic Certification or TK/Carrier Refrigeration Certification or both. Diagnostic and troubleshooting competency relating to equipment repairs. Analytical and problem-solving skills. Prior experience in administering appropriate PM program. Must furnish own personal hand tools.

Yard Jockey/Shuffle Driver - Houston

HS Diploma or equivalent required. Class A CDL required; doubles endorsement and experience pulling doubles required. 6 months of commercial driving experience; vehicle mechanical aptitude required. Trailer jockey experience required. Must be able to pass a DOT physical and drug screen. Work hours are Sunday through Thursday.

Apply online: www.usfoods.com/careers

EOE Race/Color/Religion/Sex/Sexual Orientation/Gender Identity/National Origin/Protected Veteran/Disability Status

Get NOTICED

with a

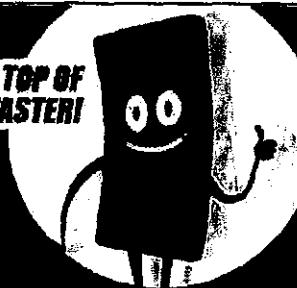
KDH Marketplace

GET TO THE TOP OF
GOOGLE FASTER!
COM

254.501.7500

or email classified@kdhnews.com

WWW.KDHNEWS.COM



ADVERTISE NOW IN GARAGE SALES

WITH THE PURCHASE OF 2 DAYS,
YOU'LL RECEIVE THE FOLLOWING

2 SIGNS FOR THE YARD

2 SHEETS OF STICKERS

ITEMIZED LIST TO KEEP ORGANIZED

**SPECIAL PRICE
\$18.75**

4 LINES FOR 2 DAYS
Pre-Payment Required



ADVERTISE NOW IN AUTO CLASSIFIEDS

(PRIVATE PARTY ONLY • MUST LIST PRICE OF AUTO)

**4 LINES
FOR
10 DAYS**

**ONLY
\$56.50**

Pre-Payment Required.
No refunds.

If vehicle is not sold within 10 days, the Killeen Daily Herald will re-run the ad for an additional 10 days at **no extra charge!** Includes 10 Days online!

TRIPLE YOUR EXPOSURE WITH AN AD IN THE KDHMARKETPLACE.COM

YOUR CONVENIENT BUSINESS SERVICES DIRECTORY FOR
CENTRAL TEXAS! INCLUDES 30 DAYS ONLINE!

7 LINES FOR 30 DAYS
with Logo!

ONLY \$155
Pre-Payment Required

9 LINES FOR 30 DAYS
with Logo!

ONLY \$195
Pre-Payment Required

Killeen Daily Herald CLASSIFIED DEPARTMENT (254) 501-7500

CLASSIFIED ERRORS

The Killeen Daily Herald will not be responsible for more than one (1) Incorrect insertion of any Classified ad. Errors must be reported immediately to the Classified Department so that they can be corrected and proper credit be given. Please be sure you proof your ad prior to the first publication date. The Killeen Daily Herald does not assume responsibility beyond the cost of the ad.

CLASSIFIED CANCELLATIONS

All cancellations to any Classified ad must be made during normal business hours Monday - Friday 8:00am - 5:00pm

11 Rentals

110 Apartments

Monthly Leasing

All bills pd incl. Elec., Internet, Cable & Water. Furn/Unfurn. No dep, no credit ck, no app fee. 1BR \$185/wk; \$695/mo. 2BR, \$210/wk; \$795/mo. 201 E. Bryce, Killeen. (254) 290-9782.

Park Place Apts
Killeen: 4100 Lake Road
Lg 1 \$390 & 2 \$490 Bdrm
\$300 dep. Quiet Area.
Adjacent to Park.
Laundry On Site.
Water Paid!
Call: 254-699-6377 or
699-5907

12 Notices

128 Seminars/ Meetings

MEETING NOTICE

Monarch Education Board of Directors will hold an information session on October 21st, 2017 at Texas A&M in the Founder's Hall. Members of the school board are Tavaras Bethel, Brenda Adams, Sharna Daley, Laura Harris, Lendy Jones, JoAnn Foster, Claudia Brown and Ernest Wilkerson.

127 Legal Notices

127 Legal Notices

127 Legal Notices

Tillman Infrastructure, LLC is proposing to build a 330-foot self-support tower (350-ft w/appurtenances) located at 10440 Burgess Road, Temple, TX 76501. Structure coordinates are: (N30-59-13.19/W97-19-38.56). The tower is anticipated to have FAA Style E (dual medium intensity) lighting. The Federal Communications Commission (FCC) Antenna Structure Registration (ASR Form 854) file number is A1090642. Interested persons may review the application at www.fcc.gov/asr/applications by entering the file number. Environmental concerns may be raised by filing a Request for Environmental Review at www.fcc.gov/asr/environmentalrequest within 30 days of the date that notice of the project is published on the FCC's website. FCC strongly encourages online filing. A mailing address for a paper filing is: FCC Requests for Environmental Review, ATTN: Ramon Williams, 445 12th Street SW, Washington, DC 20554.

KILLEEN DAILY HERALD

Serving The Growing Central Texas Area

PUBLISHER'S AFFIDAVIT

THE STATE OF TEXAS

COUNTY OF BELL

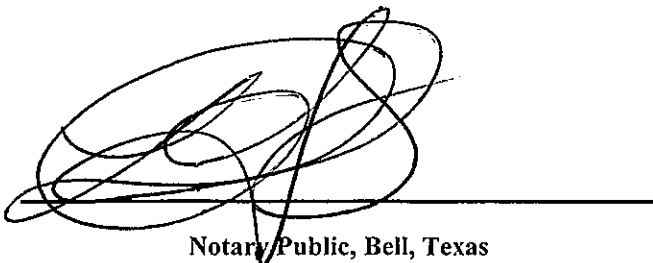
Personally appeared before the undersigned authority

Anthony Edwards who being sworn says that the attached ad for: **Monarch Academy** published in the Killeen Daily Herald on the following dates to-wit: November 22, 2017 at a cost of \$97.00.



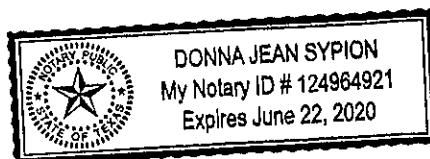
Advertising Representative

Subscribed and sworn before me on November 22, 2017.


Notary Public, Bell, Texas

Notice of Public Hearing
The Monarch Education Board of Directors will conduct an information meeting for the public on November 30, 2017 at 7:00 pm. The meeting will take place at The Village Co-Op, 324 E. Ave. D, Killeen, Texas 76541 to provide details of a proposed public open-enrollment charter school named Monarch Academy that will be located in the Killeen area. The members of the school board are: Taveras Bethel, Claudia Brown, Lendy Jones, Brenda Adams, Laura Harris, JoAnn Foster and Sharna Daley.

(Public notice published in the Killeen Daily Herald on November 22, 2017.)



Page : 1 of 1 11/20/2017 16:12:35

Order Number : 80925055
PO Number :
Customer : 513323 TURNER, CAROLYN
Contact :
Address1 : 704 WEST GEMINI LN
Address2 :
City St Zip : Killeen TX 76542
Phone : (254) 238-9621
Fax :
Credit Card :
Printed By : AME
Entered By : AME

Keywords : Notice of Public Hearing The Monarch Education Boa
Notes :
Zones :

Ad Number : 81088477
Ad Key :
Salesperson : 09 - 09-Anthony Edwards
Publication : Killeen Daily Herald
Section : Classified
Sub Section : Notices
Category : 122 Public Notices
Dates Run : 11/22/2017-11/22/2017
Days : 1
Size : 1 x 2.44, 30 lines
Words : 85
Ad Rate : legal
Ad Price : 83.50
Amount Paid : 0.00
Amount Due : 83.50

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KDH Marketplace

254.501.7500

or email classified@kdhnews.com

Visit our website anytime at WWW.KDHNEWS.COM

HOURS OF OPERATION

ADVERTISE NOW IN GARAGE SALES

WITH THE PURCHASE OF 2 DAYS, YOU'LL RECEIVE THE FOLLOWING

2 SIGNS FOR THE YARD**2 SHEETS** OF STICKERS**ITEMIZED LIST** TO KEEP ORGANIZED**SPECIAL PRICE \$18.75**4 LINES FOR 2 DAYS
Pre-Payment Required

ADVERTISE NOW IN AUTO CLASSIFIEDS

(PRIVATE PARTY ONLY • MUST LIST PRICE OF AUTO)

4 LINES FOR 10 DAYS**ONLY \$56.50**Pre-Payment Required.
No refunds.If vehicle is not sold within 10 days, the Killeen Daily Herald will re-run the ad for an additional 10 days at **no extra charge!** Includes 10 Days online!

TRIPLE YOUR EXPOSURE KDHMARKETPLACE

YOUR CONVENIENT BUSINESS CENTRAL TEXAS! INCLUDES

7 LINES FOR 3 DAYS**9 LINES FOR 3 DAYS**

Killeen Daily Herald CLASSIFIED DEPARTMENT (254) 501-7500

CLASSIFIED ERRORS

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CLASSIFIED CANCELLATIONS

All cancellations to any Classified ad must be made during normal business hours Monday - Friday 8:00am - 5:00pm. No cancellations can be made Saturday or Sunday.

CLASSIFIED HOURS

Monday - Friday
8:00 am - 5:00 pm
Closed - Saturday & Sunday

DEADLINES

5:00pm the day prior to publication date

WWW.KDHNEWS.COM**10****Real Estate**

102 Mobile Homes

27ft 2018 Coach House
Platinum motor home with

11**Rentals**

110 Apartments

QUIET 1BR's \$380-\$440
Elec, Gas & Water Paid
(254) 526-4445
1702 N. 2nd, Killeen

111 Houses

!!AVAILABLE NOW!!
2BR, CA/H. 907 S. 6th,
Killeen. \$575/mo + \$400
dep. Call (254) 526-7789.

Contractor House

All bills pd incl. Elec/
Internet, Cable/ Water.
Furnished. No dep,
no credit ck, no app fee.
3BR, 2BA, W/D, \$400/wk
or \$1550/mo. Income Req.
\$6000/mo. 907 Hill St.
in Copperas Cove.
(254) 290-9782.

Hartland Realty

110 West Rancier,
634-0508 - Killeen 2 BR
Houses & Duplexes.
\$325 - \$550

Killeen: 3BR, 1BA, newly
remodeled, W/D conn, all
electric, CH&A. \$695/mo,
\$695 dep. (254) 534-5074.

Killeen: 704 Spoke
Stagecoach Subdivision
3/1.5, Game Room, Lag
Storage, Fenced in yard.
No pets. No smoking
inside. \$875/mo, \$500
dep. 254-289-2370.

112 Duplexes/ Townhomes

Northcliffe Duplexes

11**Rentals**

115 Commercial Properties

Airfield Plaza.
N. W.S. Young Dr.
High visibility, corner spot.
Restaurant ready or
remodel allowance.
Approx. 1,800 Sq.ft.
Call 254-699-5907 ??

12**Notices**

122 Public Notices

Notice of Public Hearing
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(Public notice published in the Killeen Daily Herald on November 22, 2017.)

12**Notices**

127 Legal Notices

NOTICE TO BIDDERS

Sealed bids addressed to the Honorable Mayor and City Council will be received at the Nolanville City Hall; 101 North 5th Street; Nolanville, Texas 76559 until 10:00 A.M. on Thursday, December 7, 2017 for the construction of the Old Nolanville Road Point Repairs in the City of Nolanville, Texas. The bids shall be labeled: Old Nolanville Road Point Repairs Nolanville, Texas. The Work includes, but is not necessarily limited to, the following: Construction of approximately: Sawcut/excavation/removal of existing roadway, Installation of Type 'B' HMA, and miscellaneous traffic and erosion control. Bids must be submitted on the Bid Form provided and must be accompanied by a cashier's check, certified check or acceptable bidder's bond payable without recourse to the City of Nolanville, Texas in an amount not less than five (5) percent of the bid submitted as a guarantee that the bidder will enter into a contract.

12**Notice**

127 Legal Notices

NOTICE OF PUBLIC SALE OF PERSONAL PROPERTY

Notice is hereby given Extra Space Storage will sell at public auction (Auctioneer E. Wares #16453, acauction.com) at the storage facility below, to satisfy the lien of the owner, personal property described below to those individuals listed at location indicated:

Extra Space Storage
1035 W. Jasper I
Killeen, TX 76541
(254)-526- 2338
November 30, 2017
9:45 am

4005 Daniel Pen
Storing 5 medium smaller items
742 Kasaundra
Household items
504 Shava Robi
Household good:
12021 Stephanie
Household good:
A018 Lee Toupl
RV Trailer
317 Sharon Lan
love seat, recline boxes, washer, c
201 Stephanie
Household good
11002 Latanya
Household items
739 Melissa Wc
Household items
4006 Mya Mays
Boxes 2 dresser

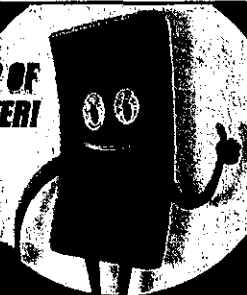
Marketplace

GET TO THE TOP OF
GOOGLE FASTER!

.COM

WWW.KDHNEWS.COM

HOURS OF OPERATION



SALES

SPECIAL PRICE
\$18.75

4 LINES FOR 2 DAYS
Pre-Payment Required

ADVERTISE NOW IN AUTO CLASSIFIEDS

(PRIVATE PARTY ONLY • MUST LIST PRICE OF AUTO)

4 LINES
FOR
10 DAYS

ONLY
\$56.50

Pre-Payment Required.
No refunds.

If vehicle is not sold within 10 days, the Killeen Daily Herald will re-run the ad for an additional 10 days at **no extra charge!** Includes 10 Days online!

TRIPLE YOUR EXPOSURE WITH AN AD IN THE KDHMARKETPLACE.COM

YOUR CONVENIENT BUSINESS SERVICES DIRECTORY FOR
CENTRAL TEXAS! INCLUDES 30 DAYS ONLINE!

7 LINES FOR 30 DAYS
with Logo!

ONLY \$155
Pre-Payment Required

9 LINES FOR 30 DAYS
with Logo!

ONLY \$195
Pre-Payment Required

11 Rentals

apartments

ET 1BR's \$380-\$440
Gas & Water Paid
(254) 526-4445
02 N. 2nd, Killeen

houses

AVAILABLE NOW!!
CA/H. 907 S. 6th,
en. \$575/mo + \$400
Call (254) 526-7789.

Tractor House
1 bills pd incl. Elec/
Internet, Cable/ Water.
Furnished. No dep,
credit ck, no app fee.
2BA, W/D, \$400/wk
\$50/mo. Income Req.
\$500/mo. 907 Hill St.
1 Copperas Cove.
(254) 290-9782.

Artland Realty
10 West Rancier,
-0508 - Killeen 2 BR
houses & Duplexes.
\$325 - \$550

en: 3BR, 1BA, newly
odeled, W/D conn, all
tric, CH&A. \$695/mo,
dep. (254) 534-5074.

Killeen: 704 Spoke
Coach Subdivision
5, Game Room, Lag
age, Fenced in yard.
pets. No smoking
ide. \$875/mo, \$500
ep. 254-289-2370.

Duplexes/

11 Rentals

115 Commercial Properties

Airfield Plaza.
N. W.S. Young Dr.
High visibility, corner spot.
Restaurant ready or
remodel allowance.
Approx. 1,800 Sq.ft.
Call 254-699-5907 ??

12 Notices

122 Public Notices

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Claudia Brown, Lendy
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Laura Harris, JoAnn Foster
and Sharna Daley.

(Public notice published in

12 Notices

127 Legal Notices

NOTICE TO BIDDERS

Sealed bids addressed to
the Honorable Mayor and
City Council will be re-
ceived at the Nolanville City
Hall; 101 North 5th
Street, Nolanville, Texas
76559 until 10:00 A.M. on
Thursday, December 7,
2017 for the construction of
the Old
Nolanville Road Point Re-
pairs in the City of
Nolanville, Texas. The bids
shall be labeled:
Old Nolanville Road Point
Repairs.
Nolanville, Texas
The Work includes, but is
not necessarily limited to,
the following:
Construction of approxi-
mately:
Sawcut/excavation/removal
of existing roadway, instal-
lation of Type 'B' HMAAC;
and
miscellaneous traffic and
erosion control.
Bids must be submitted on
the Bid Form provided and
must be accompanied by a
cashier's check, certified
check or
acceptable bidder's bond
payable without recourse to
the City of Nolanville,
Texas in an amount not
less than five (5)
percent of the bid submit

12 Notices

127 Legal Notices

**NOTICE OF PUBLIC
SALE OF PERSONAL
PROPERTY**
Notice is hereby given that
Extra Space Storage will
sell at public auction,
(Auctioneer
E. Wares #16453,
aceauctioncompany.com)
at the storage facility listed
below, to
satisfy the lien of the
owner, personal property
described below belonging
to those
individuals listed below at
location indicated:

Extra Space Storage
1035 W. Jasper Rd.
Killeen, TX 76542
(254)-526- 2338
November 30, 2017 at
9:45 am

4005 Daniel Pena
Storing 5 medium boxes,
smaller items
742 Kasaundra Everett
Household items
504 Shava Robinson
Household goods
12021 Stephanie Taylor
Household goods
A018 Lee Toupheng
RV Trailer
317 Sharon Landers
love seat, recliner, bed,
boxes, washer, dryer
201 Stephanie Sorrells
Household goods
11002 Latanya Burnett
Household items
739 Melissa Woods
Household items

12 Notices

127 Legal Notices

Notice is hereby given tha
Extra Space Storage will
sell at public auction
(Auctioneer E. Wares
#16453
aceauctioncompany.com)
at the storage facility listed
below, to satisfy the lien o
the owner, personal prop-
erty described below be-
longing to those individual
listed below at location inc
cated

Extra Space Storage
4405 S. Ft. Hood St.
Killeen, TX 76542
November 30, 2017
9:30am

Cheryl Fortune 0821
Furniture
Trisha Ferrell 0518
Household goods
Ryan Jones 0912
Household goods
Paul Badics 1223
Household items
Rapcelles Almonte 1721
Household goods
Edmond Charrette 2032
Tool boxes, paint, totes
Tae Hollenbeck 1324
Boxes, furniture, Silver
2003 Audi ATQ CP-VIN:
TRUWT28N731010655
Silver 2002 Mercedes SA
RD- VIN:
WDBKK66F32F264944
Anna Bailey 1201
Household goods
Walter Swinson 0461
Household goods
She'ron Williams 0343
Household goods
Kourtney Conner 1750

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 school district 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, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

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

Applicants must send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any 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 school district from which the proposed school intends to draw students,
- 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 Texas Education Code (TEC) §12.1101.

ATTENTION: All submitted notices must be post marked prior to December 4, 2017.

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">SAMPLE</p> <p>9590 9401 0000 5191 0000 12</p> <p>2. Article Number (Transfer from address label)</p>		<p>A. Signature</p> <p>X <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p> <p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature <input type="checkbox"/> Priority Mail Express®</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail</p> <p><input type="checkbox"/> Certified Mail® <input type="checkbox"/> Registered Mail Restricted Delivery</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Signature Confirmation™</p> <p><input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> Signature Confirmation Restricted Delivery (over \$500)</p>	

PS Form 3811, July 2015 PSN 7530-02-000-0033 Domestic Return Receipt

CERTIFIED MAIL RECEIPT CARD

U.S. Postal Service	
CERTIFIED MAIL RECEIPT	
(Postmark: Add Only. No Informational Changes to Receipt)	
<p>1. Article Number (Transfer from address label)</p> <p>2. Date of Receipt</p> <p>3. Signature of Addressee</p> <p>4. Signature of Agent</p> <p>5. Signature of Post Office</p> <p>6. Signature of Post Office</p> <p>7. Signature of Post Office</p> <p>8. Signature of Post Office</p> <p>9. Signature of Post Office</p> <p>10. Signature of Post Office</p>	

CERTIFIED MAIL RECEIPT

NDER: COMPLETE THIS SECTION

Complete Items 1, 2, and 3.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.
Article Addressed to:

DR. JOE BURNS
CISB. SUPERINTENDENT
703 W. AVE D.
OPPERAS COVE. TX 76522



9590 9402 2158 6193 0971 22

Article Number (Transfer from service label)

7015 3430 0001 0026 7623

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
B. Received by (Printed Name)
C. Date
D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt Merchandise
☐ Signature C
☐ Signature C Restricted
☐ Signature Restricted Delivery

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

OPPERAS COVE, TX 76522

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
Total Postage and Fees \$6.59

0543 18
Postmark Here

11/20/2017

Sent To
DR. JOE BURNS - SUPERINTENDENT
Street and Apt. No., or PO Box No.
703 W. AVE D.
City, State, ZIP+4®
OPPERAS COVE, TEXAS 76522

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

Domestic Return Receipt

NDER: COMPLETE THIS SECTION

Complete Items 1, 2, and 3.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.
Article Addressed to:

RANDY PITTENGER
BOARD PRESIDENT - BELTON
400 N. WALL STREET
BELTON, TEXAS 76513



9590 9402 2158 6193 0971 08

Article Number (Transfer from service label)

7015 3430 0001 0026 7647

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
B. Received by (Printed Name)
C. Date
D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt Merchandise
☐ Signature C
☐ Signature C Restricted
☐ Signature Restricted Delivery

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

BELTON, TX 76513

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
Total Postage and Fees \$6.59

0543 18
Postmark Here

11/20/2017

Sent To
RANDY PITTENGER - BOARD PRESIDENT
Street and Apt. No., or PO Box No.
400 N. WALL STREET
City, State, ZIP+4®
BELTON, TEXAS 76513

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

Domestic Return Receipt

NDER: COMPLETE THIS SECTION

Complete Items 1, 2, and 3.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.
Article Addressed to:

DR. SUSAN KINCANNON
BELTON ISB - SUPERINTENDENT
400 N. WALL STREET
BELTON, TEXAS 76513



9590 9402 2158 6193 0970 85

Article Number (Transfer from service label)

7015 3430 0001 0026 7654

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
B. Received by (Printed Name)
C. Date
D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt Merchandise
☐ Signature C
☐ Signature C Restricted
☐ Signature Restricted Delivery

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

BELTON, TX 76513

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
Total Postage and Fees \$6.59

0543 18
Postmark Here

11/20/2017

Sent To
DR. SUSAN KINCANNON - SUPERINTENDENT
Street and Apt. No., or PO Box No.
400 N. WALL STREET
City, State, ZIP+4®
BELTON, TEXAS 76513

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

Domestic Return Receipt

NDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

JOAN MANNING
PRESIDENT OF THE BOARD
OF TRUSTEES - CCISH
103 W. AVE. D
COPPERAS COVE TX. 76522



9590 9402 2158 6193 0971 39

Article Number (Transfer from service label)

7015 3430 0001 0026 7609

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]

B. Received by (Printed Name)

Babun M. Gildberg

C. Date

11/2

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature ☐ Priority Mail
☐ Adult Signature Restricted Delivery ☐ Registered
☒ Certified Mail® ☐ Registered Delivery
☐ Certified Mail Restricted Delivery ☐ Return Rec Merchandise
☐ Collect on Delivery ☐ Signature C
☐ Collect on Delivery Restricted Delivery ☐ Signature C Restricted
☐ Insured Mail ☐ Restricted Delivery

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

COPPERAS COVE, TX 76522

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
Total Postage and Fees \$6.59

Sent To

JOAN MANNING - BOARD PRESIDENT
103 W. AVE. D
COPPERAS COVE, TEXAS 76522
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0543
18

Postmark
Here

11/20/2017

COPPERAS COVE

NDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

D. NAVARETTE
FLORENCE ISD - BOARD President
306 College Ave
FLORENCE TEXAS 76527



9590 9402 2158 6193 0970 30

Article Number (Transfer from service label)

7015 3430 0001 0026 7746

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]

B. Received by (Printed Name)

D. Navarette

C. Date

11-2

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature ☐ Priority Mail
☐ Adult Signature Restricted Delivery ☐ Registered
☒ Certified Mail® ☐ Registered Delivery
☐ Certified Mail Restricted Delivery ☐ Return Rec Merchandise
☐ Collect on Delivery ☐ Signature C
☐ Collect on Delivery Restricted Delivery ☐ Signature C Restricted
☐ Insured Mail ☐ Restricted Delivery (over \$500)

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

FLORENCE, TX 76527

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
Total Postage and Fees \$6.59

Sent To

D. NAVARETTE - BOARD President
306 College Ave
FLORENCE TEXAS 76527
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0543
18

Postmark
Here

11/20/2017

FLORENCE

NDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

PAUL MICHALEWICZ
FLORENCE ISD - Superintendent
306 College Ave
FLORENCE, TEXAS 76527



9590 9402 2158 6193 0960 57

Article Number (Transfer from service label)

7015 3430 0001 0026 7753

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]

B. Received by (Printed Name)

D. Navarette

C. Date

11-2

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature ☐ Priority Mail
☐ Adult Signature Restricted Delivery ☐ Registered
☒ Certified Mail® ☐ Registered Delivery
☐ Certified Mail Restricted Delivery ☐ Return Rec Merchandise
☐ Collect on Delivery ☐ Signature C
☐ Collect on Delivery Restricted Delivery ☐ Signature C Restricted
☐ Insured Mail ☐ Restricted Delivery

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

FLORENCE, TX 76527

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
Total Postage and Fees \$6.59

Sent To

PAUL MICHALEWICZ - SUPERINTENDENT
306 College Ave
FLORENCE, TEXAS 76527
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0543
18

Postmark
Here

11/20/2017

FLORENCE

7015 9200 0001 0026 7579

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

KILLEEN, TX 76549

Certified Mail Fee \$3.35

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

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

Postage \$0.49

Total Postage and Fees \$6.59

Postmark Here 0543 18 11/20/2017 Killeen ISB

Sent To
Corbett Lawler - Board President
Street and Apt. No., or PO Box No.
26268 FM 2670
City, State, ZIP+4®
Killeen TX 76549

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

7015 9200 0001 0026 7579

U.S. Postal Service
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

KILLEEN, TX 76543

Certified Mail Fee \$3.35

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

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

Postage \$0.49

Total Postage and Fees \$6.59

Postmark Here 0543 18 11/20/2017 Killeen ISB

Sent To
Dr. John M. Craft - Superintendent
Street and Apt. No., or PO Box No.
200 N WS Young Drive
City, State, ZIP+4®
Killeen TX 76543-4025

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

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. John M. Craft - Killeen
Superintendent
200 N. WS Young Drive
Killeen TX 76543-4025

2. Article Number (Transfer from service label)

7015 3430 0001 0026 7579

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [Signature]

B. Received by (Printed Name)
Andrew Amara

C. Date of Delivery
11/27/17

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Sam Walker
-AMPASAS ISB-Board President
07 West 8th Street
AMPASAS, TEXAS 76550

Article Number (Transfer from service label)

7015 3430 0001 0026 7715

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [Signature]

B. Received by (Printed Name)
TERESA ESTEP

C. Date of Delivery
11/23/17

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	

Domestic Return Receipt

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

LAMPASAS, TX 76550

Certified Mail Fee \$3.35

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

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

Postage \$0.49

Total Postage and Fees \$6.59

Postmark Here 0543 18 11/20/2017 LAMPASAS ISB

Sent To
SAM WALKER - BOARD PRESIDENT
Street and Apt. No., or PO Box No.
207 West 8th Street
City, State, ZIP+4®
LAMPASAS, TEXAS 76550

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

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

DR. CHANE ROSCOE
LAMPASAS ISD - Superintendent
207 WEST 8TH STREET
LAMPASAS TEXAS 76550



9590 9402 2158 6193 0970 47

Article Number (Transfer from service label)

7015 3430 0001 0026 7722

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

B. Received by (Printed Name)

TERESA ESTERAM

C. Date

D. Is delivery address different from item 1? ☒ Yes
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery

☐ Priority Mail

☐ Registered Mail

☐ Registered Mail Restricted Delivery

☐ Return Receipt Merchandise

☐ Signature Confirmation

☐ Signature Confirmation Restricted Delivery

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only**

For delivery information, visit our website at www.usps.com®.

LAMPASAS, TX 76550

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

11/20/2017

LAMPASAS TX

Sent To

CHANE ROSCOE - Superintendent

207 WEST 8TH STREET

LAMPASAS, TEXAS 76550

PS Form 3800, April 2015 PSN 7530-02-000-9047

0543 18

Postmark Here

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only**

For delivery information, visit our website at www.usps.com®.

GEORGETOWN, TX 78628

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

11/20/2017

NOLAN CREEK Sch

Sent To

Andrew Cottrell - Board President

2951 Williams Drive

GEORGETOWN, TEXAS 78628

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only**

For delivery information, visit our website at www.usps.com®.

GEORGETOWN, TX 78628

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

11/20/2017

NOLAN CREEK Sch

Sent To

Richard N. Rickey - Superintendent

2951 Williams Drive

GEORGETOWN, TEXAS 78628

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Richard N. Rickey
NOLAN CREEK Sch. - Superintendent
2951 Williams Drive
GEORGETOWN, TEXAS 78628



9590 9402 2158 6193 0960 19

2. Article Number (Transfer from service label)

7015 3430 0001 0026 7708

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

☒ Agent

☐ Addressee

B. Received by (Printed Name)

K. Miller

C. Date of Delivery

11/27/17

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery

☐ Priority Mail Express®

☐ Registered Mail™

☐ Registered Mail Restricted Delivery

☐ Return Receipt for Merchandise

☐ Signature Confirmation™

☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Priority Charter Schools
Temple/Cove Charter Academy
11A TURNIPSEED-SUPERINTENDENT
275 FM 2483
MORGANS POINT RESORT, TX 76513



9590 9402 2158 6193 0974 29

Article Number (Transfer from service label)

7015 3430 0001 0026 7814

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Robin Osburn

B. Received by (Printed Name)

Robin Osburn

C. Date

11-2

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery

- ☐ Priority Mail
☐ Registered Mail
☐ Registered Mail Restricted Delivery
☐ Return Receipt Merchandise
☐ Signature Confirmation
☐ Signature Confirmation Restricted Delivery

Restricted Delivery

(over \$500)

Domestic Return Receipt

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

BELTON, TX 76513

Certified Mail Fee \$3.35

Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

Sent To

LULA TURNIPSEED-SUPERINTENDENT
Street and Apt. No., or PO Box No.
275 FM 2483

City, State, ZIP+4®
MORGANS POINT RESORT, TX 76513

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0522
30

Postmark
Here

11/27/2017
Priority Mail

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Priority Charter Schools
Temple/Cove Charter Academy
MARRELL HADEN- BOARD PRESIDENT
275 FM 2483
MORGANS POINT RESORT, TX 76513



9590 9402 2158 6193 0974 12

Article Number (Transfer from service label)

7015 3430 0001 0026 7821

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Robin Osburn

B. Received by (Printed Name)

Robin Osburn

C. Date

11-2

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail

- ☐ Priority Mail
☐ Registered Mail
☐ Registered Mail Restricted Delivery
☐ Return Receipt Merchandise
☐ Signature Confirmation
☐ Signature Confirmation Restricted Delivery

Restricted Delivery

(over \$500)

Domestic Return Receipt

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

BELTON, TX 76513

Certified Mail Fee \$3.35

Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

Sent To

MARRELL HADEN- BOARD PRESIDENT
Street and Apt. No., or PO Box No.
275 FM 2483

City, State, ZIP+4®
MORGANS POINT RESORT, TX 76513

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0522
30

Postmark
Here

11/27/2017
Priority Mail

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Dr. Robin Battershell
Temple ISD-Superintendent
00 N. 23rd STREET
Temple TEXAS 76504



9590 9402 2158 6193 0970 54

Article Number (Transfer from service label)

7015 3430 0001 0026 7685

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Linda Hernandez

B. Received by (Printed Name)

Linda Hernandez

C. Date

11-2

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail

- ☐ Priority Mail
☐ Registered Mail
☐ Registered Mail Restricted Delivery
☐ Return Receipt Merchandise
☐ Signature Confirmation
☐ Signature Confirmation Restricted Delivery

Restricted Delivery

(over \$500)

Domestic Return Receipt

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

TEMPLE, TX 76504

Certified Mail Fee \$3.35

Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

Sent To

Dr. Robin Battershell-Superintendent
Street and Apt. No., or PO Box No.
00 N. 23rd STREET

City, State, ZIP+4®
Temple TEXAS 76504

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0543
18

Postmark
Here

11/20/2017
Temple TX

UNDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

STEVE WRIGHT
EMPLE ISB-BOARD PRESIDENT
200 N. 23rd STREET
TEMPLE, TEXAS 76504



9590 9402 2158 6193 0970 61

Article Number (Transfer from service label)

7015 3430 0001 0026 7661

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Linda Hernandez

B. Received by (Printed Name)

Linda Hernandez

C. Date

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail

- ☐ Priority Mail
☐ Registered Mail
☐ Registered Mail Restricted Delivery
☐ Return Receipt
☐ Signature Restricted

Mail Restricted Delivery (500)

U.S. Postal Service

CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

TEMPLE, TX 76504

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

0543 18

Postmark Here

11/20/2017

Temple IS

Sent To STEVE WRIGHT-BOARD PRESIDENT
Street and Apt. No., or PO Box No. 200 N. 23rd STREET
City, State, ZIP+4® TEMPLE TEXAS 76504

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

U.S. Postal Service™
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Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

GEORGETOWN, TX 78626

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

Sent To Rep. TERRY M. WILSON-STATE HOUSE MEMBER
Street and Apt. No., or PO Box No. 710 MAIN STREET, SUITE 242
City, State, ZIP+4® GEORGETOWN TEXAS 78626

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

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

BRYAN, TX 77802

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

Sent To SENATOR CHARLES SCHWERTNER
Street and Apt. No., or PO Box No. 3000 BAYLORCREEK DRIVE SUITE 202
City, State, ZIP+4® BRYAN TEXAS 77802

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

UNDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

SUE MELTON-MALONE
SBOE MEMBER-DISTRICT 14
25 E. DAWN
ROBINSON TEXAS 76706



9590 9402 2158 6193 0960 64

Article Number (Transfer from service label)

7015 3430 0001 0026 7760

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Sue Malone

B. Received by (Printed Name)

Sue Malone

C. Date

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery

- ☐ Priority Mail
☐ Registered Mail
☐ Registered Mail Restricted Delivery
☐ Return Receipt
☐ Signature Co
☐ Signature Co Restricted Delivery

Mail Restricted Delivery (500)

U.S. Postal Service™

CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

WACO, TX 76706

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49

Total Postage and Fees \$6.59

Sent To SUE MELTON-MALONE SBOE MEMBER
Street and Apt. No., or PO Box No. 25 E. DAWN
City, State, ZIP+4® ROBINSON TEXAS 76706

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

UNDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

TOM MAYLIARD
SBOE member District 10
P.O. BOX 625
FLORENCE TEXAS 76527



9590 9402 2158 6193 0971 53

Article Number (Transfer from service label)

7015 3430 0001 0026 7586

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent ☐ Addressee
 B. Received by (Printed Name) **Tam McDaniel** C. Date of Delivery **11/22/17**
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature ☐ Priority Mail
☐ Adult Signature Restricted Delivery ☐ Registered Mail
☒ Certified Mail® ☐ Registered Mail Restricted Delivery
☐ Certified Mail Restricted Delivery ☐ Return Receipt Merchandise
☐ Collect on Delivery ☐ Signature Confirmation
☐ Collect on Delivery Restricted Delivery ☐ Signature Confirmation Restricted Delivery
☐ Insured Mail ☐ Signature Confirmation Restricted Delivery

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FLORENCE, TX 76527

Certified Mail Fee \$3.35
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
 Total Postage and Fees \$6.59

Postmark Here

11/20/2017
 District 10

Sent To **TOM MAYLIARD - SBOE member**
 Street and Apt. No., or PO Box No. **P.O. BOX 625**
 City, State, ZIP+4® **FLORENCE TEXAS 76527**
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

UNDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3.

Print your name and address on the reverse so that we can return the card to you.

Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Rep. Hugh Shine - District 55
TEXAS HOUSE MEMBER
4 South 1st Street
Temple Texas 76501



9590 9402 2158 6193 0960 40

Article Number (Transfer from service label)

7015 3430 0001 0026 7777

Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent ☐ Addressee
 B. Received by (Printed Name) C. Date of Delivery **11-22-17**
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature ☐ Priority Mail
☐ Adult Signature Restricted Delivery ☐ Registered Mail
☒ Certified Mail® ☐ Registered Mail Restricted Delivery
☐ Certified Mail Restricted Delivery ☐ Return Receipt Merchandise
☐ Collect on Delivery ☐ Signature Confirmation
☐ Collect on Delivery Restricted Delivery ☐ Signature Confirmation Restricted Delivery
☐ Insured Mail ☐ Signature Confirmation Restricted Delivery

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TEMPLE, TX 76501

Certified Mail Fee \$3.35
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.49
 Total Postage and Fees \$6.59

Postmark Here
 NOV 20 2017

Sent To **Rep. Hugh Shine - TEXAS HOUSE ME**
 Street and Apt. No., or PO Box No. **4 South 1st Street**
 City, State, ZIP+4® **Temple TEXAS 76501**
 PS Form 3600, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

INTERNAL REVENUE SERVICE
EXEMPT ORGANIZATIONS
550 MAIN STREET
CINCINNATI, OHIO 45201



9590 9402 2158 6193 0992 87

2. Article Number (Transfer from service label)

7015 3430 0001 0026 6756

COMPLETE THIS SECTION ON DELIVERY

A. INTERNAL REVENUE SERVICE

X

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes ☒ No

If YES, enter delivery address below:

CINCINNATI
STATION
OCT 11 2017

3. Service Type

- | | |
|--|---|
| <input type="checkbox"/> Adult Signature | <input type="checkbox"/> Registered Mail [®] |
| <input type="checkbox"/> Adult Signature Restricted Delivery | <input type="checkbox"/> Registered Mail [®] Delivery |
| <input checked="" type="checkbox"/> Certified Mail [®] | <input type="checkbox"/> Return Receipt [®] Merchandise |
| <input type="checkbox"/> Certified Mail Restricted Delivery | <input type="checkbox"/> Signature Confirmation |
| <input type="checkbox"/> Collect on Delivery | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery | |

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

CINCINNATI, OH 45202

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$

0543
10Postmark
Here

Postage \$2.66

Total Postage and Fees \$8.76

10/06/2017

Sent To: INTERNAL REVENUE SERVICE
Street and Apt. No., or P.O. Box No.
550 MAIN STREET
City, State, ZIP+4[®]
CINCINNATI, OHIO 45201
PS Form 3800, April 2015 PSN 7530-02-000-9057 See Reverse for Instructions

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

IRS
P.O. BOX 192
COVINGTON, KY 41012-0192



9590 9402 2660 6336 3737 79

2. Article Number (Transfer from service label)

7017 0660 0001 1459 6142

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes ☒ No

If YES, enter delivery address below:

INTERNAL REVENUE SERVICE
JUN 19 2017
RECEIVED

3. Service Type

- | | |
|--|---|
| <input type="checkbox"/> Adult Signature | <input type="checkbox"/> Priority Mail Exp [®] |
| <input type="checkbox"/> Adult Signature Restricted Delivery | <input type="checkbox"/> Registered Mail [®] |
| <input type="checkbox"/> Certified Mail [®] | <input type="checkbox"/> Registered Mail [®] Delivery |
| <input type="checkbox"/> Certified Mail Restricted Delivery | <input type="checkbox"/> Return Receipt [®] Merchandise |
| <input type="checkbox"/> Collect on Delivery | <input type="checkbox"/> Signature Confirmation |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery | <input type="checkbox"/> Signature Confirmation Restricted Delivery |

U.S. Postal Service[™]
CERTIFIED MAIL[®] RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com.

COVINGTON, KY 41012

Certified Mail Fee \$3.35
Extra Services & Fees (check box, add fee)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$

Postmark
Here

Postage \$2.66

Total Postage and Fees \$6.01

06/19/2017

Sent To: INTERNAL REVENUE SERVICE
Street and Apt. No., or P.O. Box No.
P.O. BOX 192
City, State, ZIP+4[®]
COVINGTON, KY 41012-0192
PS Form 3800, April 2015 PSN 7530-02-000-9057 See Reverse for Instructions

PS Form 3811, July 2015 PSN 7530-02-000-9053

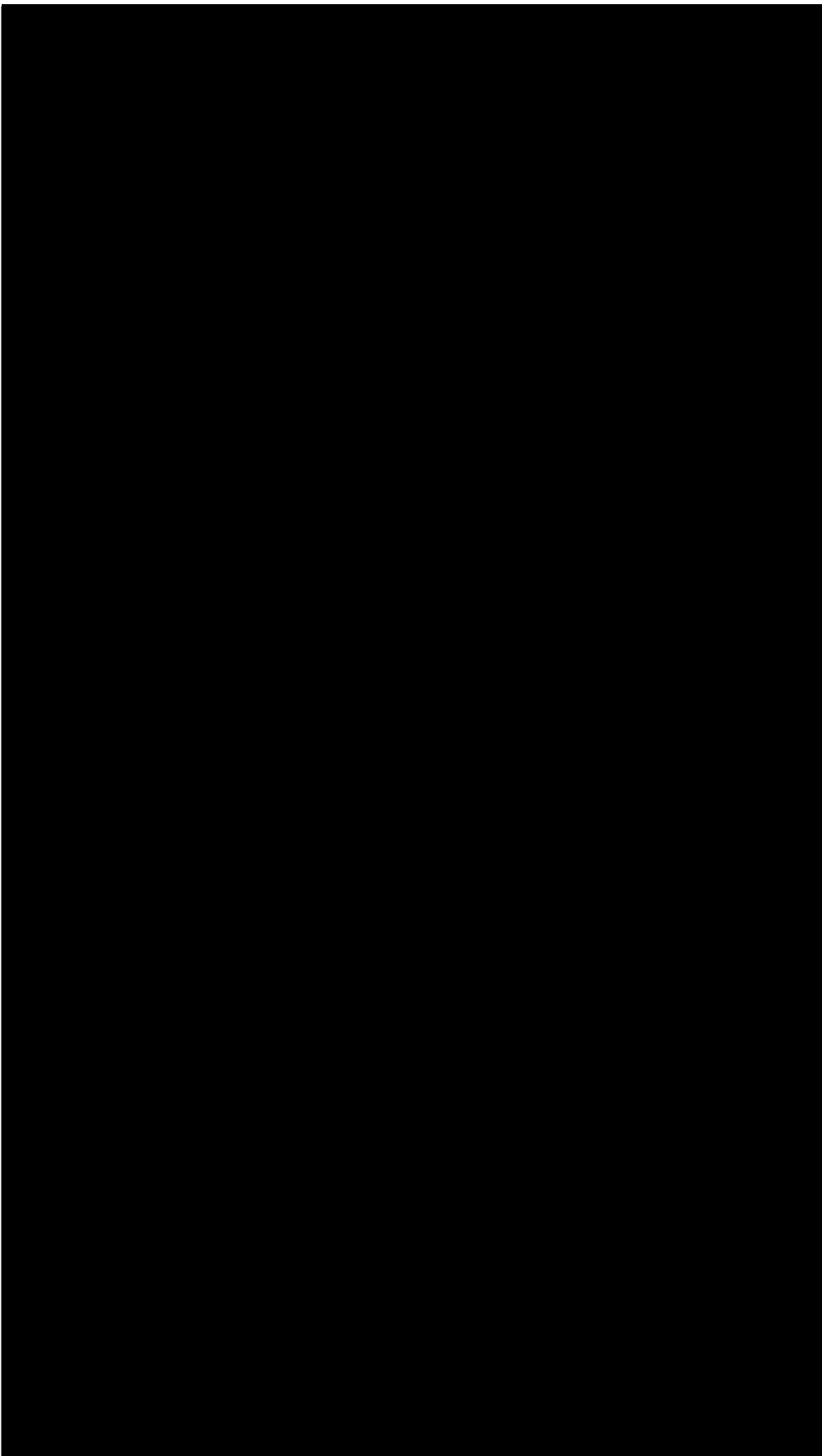
Domestic Return Receipt

Petition for Monarch Academy

Petition summary and background	Monarch Academy, from inception, started as a belief that the students and parents of Killeen, Tx needed an alternative, world class education that not only emphasized education but also emphasized the interpersonal skills that often get overlooked in the traditional school system. Monarch Academy intends to mold the young men and women in the community into productive, intelligent and responsible citizens of city through our innovative and rigorous curriculum. Killeen, Tx is going through a time where the crime rate is high and exponentially growing. At Monarch Academy we want to curtail this by setting up students for success before a life of crime becomes a choice.
Action petitioned for	We, the undersigned, are concerned citizens who support and encourage the Founders of Monarch Academy to bring and alternative education to the students and parents of Killeen, Texas. Our community is in need of another choice of education for parents and students and we believe that Monarch Academy will deliver this with their innovative curriculum. Success for our youth is vital for our community and we support the fact that this is Monarch Academy's main priority. Action Items: Education, Charter School, School Choice, Community Youth

Printed Name	Signature	E-Mail	Date
			13 OCT 17
			13 OCT 17
			13 OCT 17
			13 OCT 17
			13 OCT 17
			13 OCT 17
			13 OCT 17
			13 OCT 17
			13 OCT 17

Printed Name	Signature	E-Mail	Date
[Redacted]	[Redacted]	[Redacted]	12
[Redacted]	[Redacted]	[Redacted]	07
[Redacted]	[Redacted]	[Redacted]	17
[Redacted]	[Redacted]	[Redacted]	15
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	17
[Redacted]	[Redacted]	[Redacted]	17
[Redacted]	[Redacted]	[Redacted]	18 Oct 17
[Redacted]	[Redacted]	[Redacted]	94
[Redacted]	[Redacted]	[Redacted]	17
[Redacted]	[Redacted]	[Redacted]	CT 17
[Redacted]	[Redacted]	[Redacted]	Oct 17
[Redacted]	[Redacted]	[Redacted]	17
[Redacted]	[Redacted]	[Redacted]	Oct 17
[Redacted]	[Redacted]	[Redacted]	17

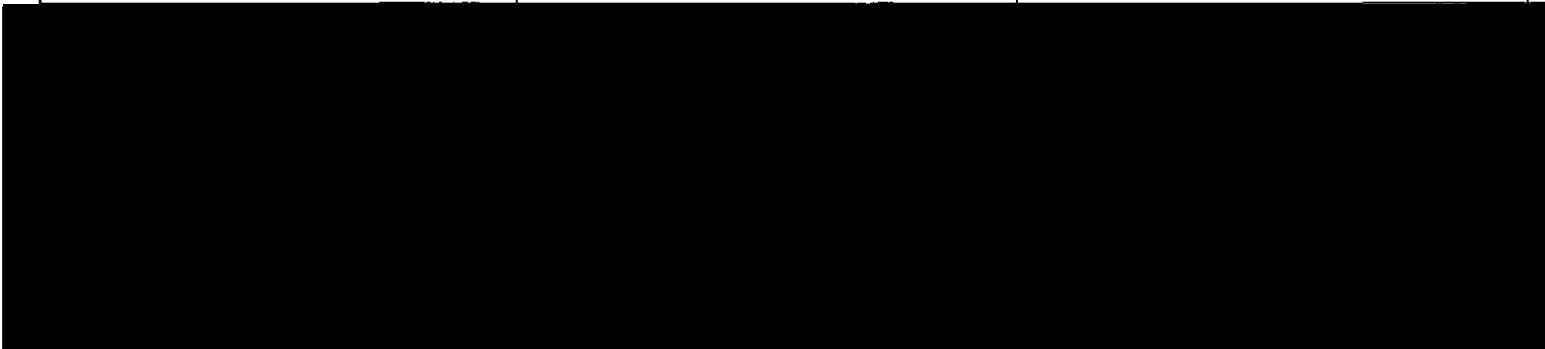


OCT 17
4-17

08 17 95
OCT 17
201013
OCT 2017
13 OCT 2017

Petition for Monarch Academy

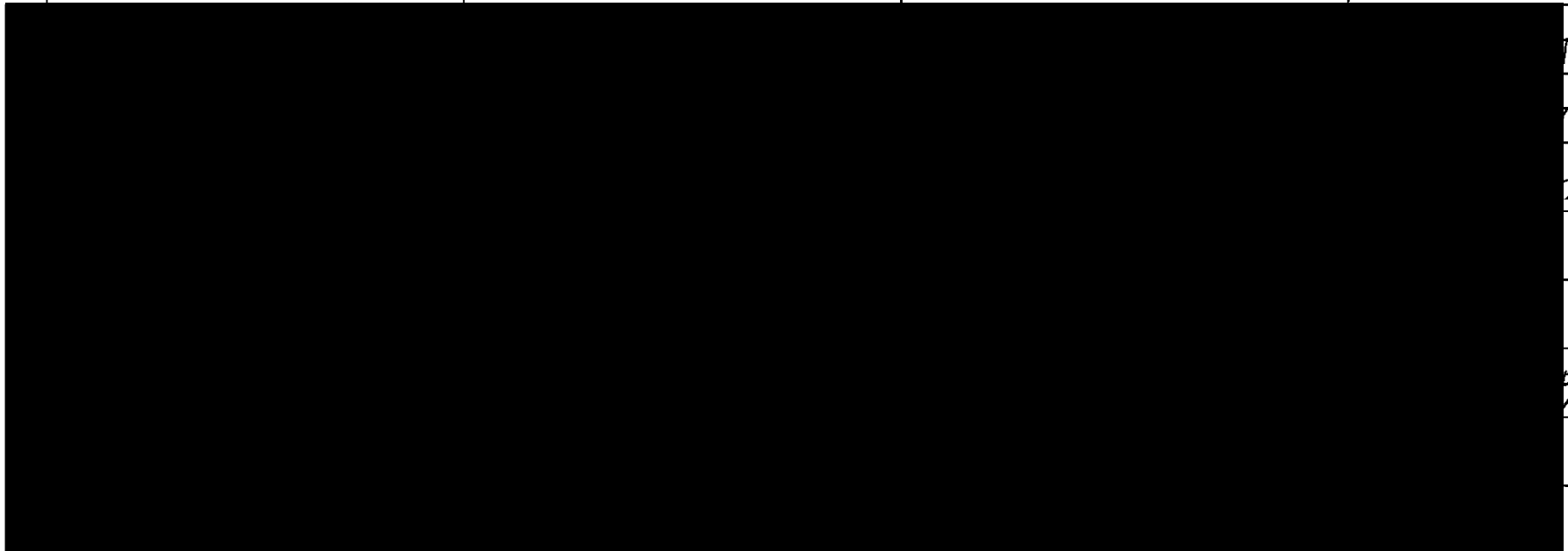
Petition summary and background	Monarch Academy, from inception, started as a belief that the students and parents of Killeen, Tx needed an alternative, world class education that not only emphasized education but also emphasized the interpersonal skills that often get overlooked in the traditional school system. Monarch Academy intends to mold the young men and women in the community into productive, intelligent and responsible citizens of city through our innovative and rigorous curriculum. Killeen, Tx is going through a time where the crime rate is high and exponentially growing. At Monarch Academy we want to curtail this by setting up students for success before a life of crime becomes a choice.
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Printed Name	Signature	E-Mail	Date
			9-9-17
			9/9/17
			9/9/17
			9/9/17

96

Petition for Monarch Academy

Petition summary and background	Monarch Academy, from inception, started as a belief that the students and parents of Killeen, Tx needed an alternative, world class education that not only emphasized education but also emphasized the interpersonal skills that often get overlooked in the traditional school system. Monarch Academy intends to mold the young men and women in the community into productive, intelligent and responsible citizens of city through our innovative and rigorous curriculum. Killeen, Tx is going through a time where the crime rate is high and exponentially growing. At Monarch Academy we want to curtail this by setting up students for success before a life of crime becomes a choice.
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Printed Name	Signature	E-Mail	Date
			7
			7
			7
			7
			10/21/17
			10/21/17

69

Provide the Following:

I. Scans/photocopies of any (i) advertising content; (ii) community outreach surveys; (iii) social media campaigns; and (iv) any additional documentation that demonstrates community engagement and support.

II. Public Meeting Protocol— this is the script or list of questions that were prepared and presented at the public meeting. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

III. Letter(s) of Support— provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

Monarch Academy



New Charter School - Monarch Academy

Saturday, October 21 from 2pm - 3pm

1001 Leadership Place, Killeen, Tx,
on the campus of Texas A&M Univ-CTX



The directors of Monarch Academy will be holding a public forum to share information about the new school. They will be able to answer any questions the community may have. Your support is requested as we begin to build the foundation for a brighter future in our city.

For more information:

Facebook.com/Monarch.ed

Monarch-Education.com



Monarch Academy, from inception, started as a belief that the students and parents of Killeen, Tx needed an alternative, world class education that not only emphasized educational but also emphasized the interpersonal skills that often get overlooked in the traditional school system. Monarch Academy intends to mold the young men and women in the community into productive, intelligent and responsible citizens of city through our innovative and rigorous curriculum.

Monarch Academy Creed

Bridging the Education Gap

Regardless of Adversity



Type a caption for your photo

Monarch Academy is excited to work with the developers of Highmark Schools to bring a beautiful campus to the youth of Killeen, Texas. Highmark School Development specializes in charter school facility development around the country.

Who We Are

Core Values

At Monarch Academy we will instill in every student that enters:

- Positivity
- Camaraderie
- Perseverance
- Determination

Our Admission Process will begin during the Summer of 2018! Before beginning the process, we invite parents to read through our website to get a better understanding of Monarch Academy. If you have any questions about our innovative curriculum or admission requirements, please do not hesitate to contact us

Contact Us

Email: info@monarch-education.com

Web: monarch-education.com



001

MONARCH ACADEMY

*Bridging the Education Gap,
Regardless of Adversity!*



Monarch Academy, from inception, started as a belief that the students and parents of Killeen, Tx needed an alternative, world class education that not only emphasized education but also emphasized the interpersonal skills that often get overlooked in the traditional school system. Monarch Academy intends to mold the young men and women in the community into productive, intelligent and responsible citizens of city through our innovative and rigorous curriculum.

Carolyn Turner- CEO/Founder

254-238-9621

Billy Brown-CEO/Founder

254-466-5956



Monarch Academy will be a premier charter school brought to the citizens of Killeen, Texas

"Violence is becoming an epidemic in our community. We believe that education is the key to unlocking a brighter future for the youth of Killeen."

-Billy Brown- CEO/Founder



Monarch Academy intends to offer a world class education with a small schooling community environment. This will allow students to build a lasting relationship with their teachers which will in turn give the students a reason to be responsible for their academic achievement. Below are a few classes we intend to implement into our TEKS aligned curriculum.

Courses we intend to offer

- Multicultural Studies
- Finances
- Agricultural Studies
- Etiquette Course
- And many more...

101

This is an Logo graphic produce by Second Half Productions for Monarch Academy
October 26, 2017

Keith L Rowe of Second Half Productions

Keith L Rowe 10/26/2017

MONARCH



ACADEMY
ACADEMY

SECOND HALF PRODUCTIONS



Search



Carolyn Home 4

3 4

YOUR GAMES

MORE

Who can see this?



Billy Brown

July 28 ·

As many of you know, my hometown Killeen, Tx has been experiencing a high rate of unnecessary violence, much of which involves the youth of the community. Both leaders and citizens of the community have been coming up with solutions to combat the growing number of crimes. From the city council members to the people of the city using social media to spread a positive message about coming together. Because of this, my mother Carolyn Turner and I have decided that it was time to do our part in helping the community. During the summer of 2018 we will begin enrollment for Monarch Academy. Monarch Academy will be a premier charter school that not only focuses on education, but also the interpersonal skills that are often overlooked in traditional school systems. Also included in our curriculum will be the courses necessary to be a well-rounded individual including finances, agricultural science, summer youth programs and multicultural studies to name a few. It is important for the youth of the community to understand their value and the value of others around them, and at Monarch Academy we intend to instill that in every student from day one. We are doing this for the community, so I'm asking everyone that reads this to please share, like, comment, anything to get this in front of as many eyes as possible. Even if we haven't spoken please share something positive for the betterment of Killeen, Tx. Also, we want as many people involved as possible so, if you want to be or know anyone that wants to be a part of this please reach out to us.

Thank you.

Like, Share, Comment.



Like

Comment

Share

and 236 others

201 Shares

46 Comments

This is a fantastic idea and wish you the best of luck.

5 · July 28 at 12:10pm



Billy Brown Thanks brother.

Like · Reply · 1 · July 28 at 12:12pm



Write a reply...

This is wonderful Billy!

4 · July 28 at 12:12pm



Billy Brown Thank you Mrs. Harris. We just want to help as much as possible.

Like · Reply · 2 · July 28 at 12:12pm



Write a reply...

Like · Reply · 7 · July 28 at 12:16pm

This is fantastic! I'm sharing this!

Like · Reply · 4 · July 28 at 12:18pm



Billy Brown Thank you!

Like · Reply · 1 · July 28 at 12:20pm

Search



Write a reply...



Like · Reply · 3 · July 28 at 12:38pm

Great idea!

Like · Reply · 3 · July 28 at 12:38pm

Alright glad to hear all is coming along Great.. looks good 🍀

Like · Reply · 4 · July 28 at 12:44pm

Great job and great idea!

Like · Reply · 4 · July 28 at 1:02pm

just got stationed to fort hood let me know if you need help with anything

Like · Reply · 3 · July 28 at 1:26pm

Billy Brown I lets meet up soon.

Like · Reply · 1 · July 28 at 3:34pm

For sure let me know when

Like · Reply · 1 · July 28 at 5:20pm

Write a reply...

This is awesome man. I wish y'all the best of luck and let me know if you need help with anything

Like · Reply · 3 · July 28 at 1:36pm



Like · Reply · 3 · July 28 at 1:44pm



Billy Brown I'm going to reach out to you soon.

Like · Reply · 2 · July 28 at 1:45pm



Write a reply...

This is AMAZING! I'm in [redacted] but if there's anything I can do to help on the weekends I'd love to help!

Like · Reply · 4 · July 28 at 2:08pm



Billy Brown I definitely will, Thank you [redacted]

Like · Reply · 2 · July 28 at 2:22pm



Write a reply...



Like · Reply · 5 · July 28 at 2:17pm

Billy Brown Yes! Please reach out to me.

Like · Reply · 2 · July 28 at 2:18pm

I wish I could take that away but while I was scrolling the angry thing came up. That was truly not intended. Please forgive this scrolling mess up.

Like · Reply · 1 · July 28 at 8:31am

easy to fix. 😊 touch or hover over like and change to whichever you'd like.

Like · Reply · 1 · July 29 at 8:58am

That's my [redacted] that don't know how to change emoji but you got to love her 😊

Like · Reply · 1 · July 29 at 9:37am · Edited



Like · Reply · July 29 at 9:49am

Write a reply...

Yes!!! This is awesome. I love this. Sharing.

Like · Reply · 3 · July 28 at 2:56pm · Edited



Like · Reply · 6 · July 28 at 3:42pm



Billy Brown reach out to you soon buddy!

Like · Reply · 1 · July 28 at 7:36pm



Write a reply...

Awesome! 🍀

Like · Reply · 3 · July 28 at 3:57pm

Sounds awesome.

Like · Reply · 4 · July 28 at 3:57pm

God bless this journey!

Like · Reply · 3 · July 28 at 4:28pm

What a wonderful plan!!!

Like · Reply · 2 · July 28 at 5:35pm

Awesome!

Like · Reply · 2 · July 28 at 6:16pm

Outstanding!!! Kudos to you for bettering our community !!!

Like · Reply · 3 · July 28 at 6:20pm

Great! My children are all grown but I will share and volunteer for anything that is to better the community.. Please let me know. Thanks

Like · Reply · 2 · July 28 at 6:38pm

Amazing Billy!!!!

Like · Reply · 2 · July 28 at 6:49pm

Billy Brown Thank you

Like · Reply · July 28 at 7:37pm



Write a reply...

Much blessing on your endeavors.

Like · Reply · 2 · July 28 at 6:59pm

amazing

Like · Reply · 2 · July 28 at 7:06pm

Billy Brown Thank you

Like · Reply · July 28 at 7:36pm



Write a reply...

Billy! This is fantastic!

Like · Reply · 2 · July 28 at 7:28pm

Billy Brown Thank you

Like · Reply · July 28 at 7:36pm



Write a reply...

at 7:46pm

so positive!!!

Like · Reply · July 28 at 7:56pm

Awesome Billy...if you need help lol my mother and her friend runs an outreach center for the youth and would love to help as well

Like · Reply · 4 · July 28 at 8:05pm

Being in the education system myself I know just how hard it is and how many students life can be changed. You are taking it to the next level. Doing an awesome job Billy!

Like · Reply · 5 · July 28 at 8:40pm

If you ever do college tours/campus visits, I currently work at

hit me up!

Like · Reply · 5 · July 28 at 9:45pm

thank you, I will definitely reach out to you.

Like · Reply · July 28 at 9:59pm



Write a reply...

Yessssss!

Like · Reply · 2 · July 28 at 11:49pm

Like · Reply · 2 · July 29 at 12:29am

Awesome! I'm willing to assist.

Like · Reply · 4 · July 29 at 1:56am



replied · 2 Replies

Like · Reply · July 29 at 7:25am

This is exactly what I've been looking for! Where can I get more information on how to get involved?

Like · Reply · 1 · July 29 at 7:58am



Billy Brown replied · 1 Reply

Keep moving forward. This is what life is about. And thanks to everyone who will get on board. Love it!

Like · Reply · 3 · July 29 at 8:33am

Stephens Samone Coward

Like · Reply · July 29 at 9:59am

██████████ This is exactly what I want to do! I'm going to contact him.

Like · Reply · 1 · July 29 at 10:09am

██████████ I really think you should! This is exactly what we talked about connecting with other people who want to build toward the same goal

Like · Reply · 1 · July 29 at 10:11am

██████████ You're so right! Thanks for the tag.

Like · Reply · 1 · July 29 at 10:12am

Billy Brown Please reach out to me!

Like · Reply · 1 · July 29 at 12:13pm

Write a reply...

██████████ Blessings

Like · Reply · 2 · July 29 at 3:48pm

██████████ Awesome! Awesome! Awesome! Praying Ephesians 6:10-18. And trust that, "Surely! goodness and mercy will follow you"...as you bless and minister healing to the youth in Killeen.

Love · Reply · 4 · July 29 at 8:12pm · Edited

██████████ Thank ██████████ I appreciate the prayer and support..

Like · Reply · 1 · July 29 at 10:04pm

Write a reply...

██████████ This is going to be great for the City of Killeen! You have my support!!

Love · Reply · 2 · July 29 at 9:52pm

██████████ Carolyn Turner Thanks ██████████ we are going to need your support..

Like · Reply · July 30 at 11:15am

Write a reply...

Like · Reply · 2 · July 30 at 9:01pm

██████████ Billy Brown ██████████

██████████ ██████████
██████████ ██████████
██████████ ██████████ · Edited

Write a reply...

Like · Reply · 2 · July 31 at 8:00pm

██████████ There's hope!

Love · Reply · 2 · July 31 at 8:21pm

██████████ Carolyn Turner ██████████ there is..

Like · Reply · 1 · July 31 at 10:43pm

Write a reply...

██████████ Wow! Shared -- much success on this wonderful adventure for you and the kids & families! Your family is truly a blessing for your community and all involved!!

Like · Reply · 2 · August 1 at 7:24am

██████████ I'm so very proud of them.

Like · Reply · 2 · August 1 at 8:03am

Write a reply...

██████████ This is so wonderful...it is needed in our community!

Love · Reply · 2 · August 3 at 11:12am

██████████ This is awesome billy!


Like · Reply · 2 · August 9 at 6:45pm

██████████ Billy Brown Thank you ██████████

Like · Reply · August 9 at 7:37pm

Write a reply...

Write a comment...

Dr. Claudia L. Brown, Ph. D
2502 Waterfall Drive
Killeen, Texas 76549
254-220-7701


October 7, 2017

To whom it may concern:

This is a letter of support for the Monarch Education Program led by the CEO's, Carolyn Turner and Billy Brown. After the orientation session describing the program objectives, I find that this is an exciting and much needed educational program for our community. The background of experiences that Billy Brown and Carolyn Turner bring to this unique program will enhance the success of those who support and take advantage of its goals.

As a retired educator who has served extensively also in the fields of social service and currently serving in the judicial system as a judge, I wholeheartedly endorse this innovative program. I also accept the invitation to serve on the Education Board for Monarch Education.

I highly recommend that all who are available with knowledge, skills and abilities to support this program to please do so, as it is desperately needed in our community. I commend these CEO's for their courage as they launch the Monarch Education program.

Sincerely,
Claudia L. Brown
Claudia L Brown, Ph. D



11/20/2017

To Whom It May Concern:

This is a letter of support for the Monarch Education Program led by the CEO's, Carolyn Turner and Billy Brown. After learning of the goal to provide students and parents in Killeen with options to its current public and private schools, I was eager to attend Monarch Academy's Open House Information Meeting. The presentation thoroughly outlined the need for Monarch Academy and how the academy will meet the needs of our community.

Billy Brown and Carolyn Turner saw a need and are moving forward to fill that need. Because they are sacrificing their time and effort to giving back to the community in such a profound way, the participants of the Central Texas Think Tank are dedicated to providing unparalleled support to see Monarch Academy come to fruition.

The Think Tank is a social action initiative that seeks out opportunities to make a positive difference in the community as well as support the positive work others are doing. The enlightenment for service and equipping of skills for our youth is the greatest contribution anyone could give to our society. The success of Monarch Academy will not be left in the hands of a few but will be provided by the support of many.

The Central Texas Think Tank supports the opening of a school of choice in Killeen, TX. It is our great privilege and honor to encourage the acceptance and approval of the application to begin the process of providing this opportunity to our students, parents and community.

Sincerely,

Rhonda Brown
Public School Educator and Coordinator of CT3
Central Texas Think Tank

December 2, 2017

Texas Education Agency:

As a former community official for the City of Killeen I served 3 years as a Mayor Pro-Tem and 11 years as a city councilmember. I completely support and have confidence in the mission of the proposed charter school Monarch Academy. I believe that offering the citizens of Killeen a school of choice would help curtail the crime that plague our city. I had intention on becoming a board member with Monarch Academy however, due to the fact that I could not devote the time necessary and needed, we mutually agreed for me to step down. Though I am not able to serve on the board, I will still do everything in my power to set Monarch Academy up for success. I played an integral part in helping other charter schools in Killeen receive the Community Development Block Grant (CDBG). I am ready and willing to support Monarch Academy in receiving this same grant. I will encourage city leaders and organization to support Monarch Academy as a school of choice in the Killeen area, because I know and understand that a charter school of this magnitude will pay great dividends to the development of our youth for the future.

Sincerely,



Ernest Wilkerson

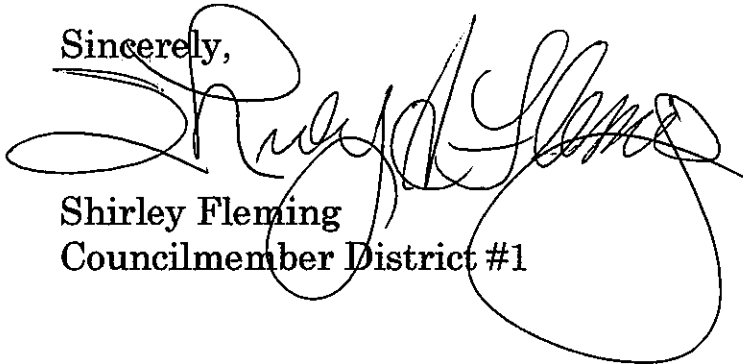
December 2, 2017

To whom it may concern:

This is a letter of support for the establishment of the proposed charter school Monarch Academy. After hearing about an innovative charter school coming to Killeen I became very excited. I believe what Founders Billy Brown and Carolyn Turner is trying to do for our community is to be commended. A charter school such as Monarch Academy will make substantial difference in our community if implemented. As a city councilmember for the City of Killeen I unquestioningly endorse the unique programs offered at Monarch Academy. Monarch Academy will give parents and their students in the community an opportunity choose the environment they learn better in. I'm excited for the community involvement aspects of their curriculum, and can't wait to become involved with their Community Classroom courses to show how I am involved with the city's everyday processes. If you have any questions or concerns, please do not hesitate to contact me at (254) 392-2719

sfleming@killeentexas.gov

Sincerely,

A large, stylized handwritten signature in black ink, appearing to read 'Shirley Fleming', is written over the typed name and title.

Shirley Fleming
Councilmember District #1

*Shirley A Fleming
District 1 Councilwoman*

November 10, 2017

To whom it may concern:

As a retired probation officer, I wholeheartedly endorse Monarch Education with the proposal of their charter school Monarch Academy. I have lived in the City of Killeen for the last 23 years, and I believe with the innovative program that will be offered at Monarch Academy it will help students that are struggling in traditional school. The fact that Killeen does not have any other possibility for student to attend a school of choice is the reason I believe so many ends up in the Juvenile system. I have worked with several young students in the juvenile system that has stated to me they felt lost in the crowd at school, which became a challenge for them causing them to drop out or not able to learn anything. I believe the small setting and environment that will be offered at the proposed charter school will allow students to self-identify and ultimately their education and moving on to become productive adults. A school such as Monarch Academy is long overdue in this area and I believe it will make a sufficient difference in our community.

Sincerely

A handwritten signature in black ink, appearing to read 'Tommy Evans', with a long horizontal flourish extending to the right.

Tommy Evans

Retired Military

Retired Correction Officer

Retired Juvenile Probation Officer

November 28, 2017

Texas Education Agency (Charter School):

I, Gregory Johnson, support Monarch Education in bringing a charter school to the Killeen area. I had an opportunity to attend the information session held at Texas A&M University Central-Texas where Billy Brown and Carolyn Turner gave a great presentation about the proposed school. Listening to the curriculum that will be offered at Monarch Academy students will have an opportunity to learn unique topics in the classrooms such as multicultural studies and agriculture. Killeen's education of the youth will greatly benefit with the establishment of a charter school such as Monarch Academy. I completely support the efforts Billy Brown, Carolyn Turner and the school board are trying to do to improve our city. As a city official, there's nothing more that will bring me joy than to see the establishment of an innovated premier charter school located in our city. If you have any questions or concerns, I can be reached at (254) 702-5162 gdjohnson@killeentexas.gov

Sincerely,
Gregory Johnson
City of Killeen
Councilmember at Large

Levallois D. Hamilton
Youth Program Specialist
2201 E Veterans Memorial
254-501-7879
ldhamilton@killeentexas.gov

To whom it may concern:

It's my absolute pleasure to write this letter in support of Monarch Academy. I've had the privilege of hearing about their mission and I'm confident that their distinct focus to improve interpersonal skills within students will greatly help bridge the gap in education.

I've also had the opportunity to witness the relentless expression of passion displayed by CEO Carolyn Turner during our summer feed program for local youth. She wasted no time rolling up her sleeves to serve breakfast and lunch for students.



Provide the Following:

I. Admissions and Enrollment Policies, 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 Texas Education Code (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 history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See 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.

II. Documented History of Misconduct Form,

- In the form provided behind this coversheet, applicants must indicate below which documented instances of misconduct/disciplinary action will NOT be grounds for denial of enrollment. In other words, check all boxes that will not exclude an individual from enrolling as a student at the proposed charter school. I.e. *checking box [Abuse of Volatile Chemical] means that a student with that particular documented history of misconduct WILL be eligible to enroll as a student with the proposed charter school.*

Attachment E2- Admissions and Enrollment Policies

Monarch Education Admissions Requirements

The following Admission and Enrollment Policy was developed using language from Schulman, Lopez, Hoffer & Adelstein L.L.P.

Monarch Academy will be considered the community's Academy. Monarch Academy is a tuition-free public Open Enrollment charter school and will not discriminate against any applicant. Monarch Academy will adhere to the rules of Texas Education Code TEC §12.111(a)(5) and federal law during Open Enrollment. No applicant will be discriminated against base on sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

Admissions and Enrollment

Application Requirement

All students will be required to complete and submit an application to Monarch Academy to be considered for admission to the academy. The CEO or designee shall set a beginning and closing date for the application window for each school year, which will be June 1st 2018 – June 1st 2019. “In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries set by the Monarch Academy charter, and satisfy any other admissions criteria specified in this policy. See Verification of Residency below” (Yellowstone College Prep., 2016).

Lottery Provisions

The Superintendent and the Head of School will conduct a lottery if enrollment has exceeded maximum capacity. The lottery process will be supervised by the school board and will take place within 30 days of the closing date of enrollment, July 1st. “A “lottery” for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery will be conducted via lottery selection software. The CEO or designee will conduct the computerized lottery... This ensures that the admissions list and the waiting list are selected randomly. A notary public shall certify results of the lottery” (Yellowstone College Prep., 2016).

If Monarch Academy has not reached capacity with its primary geographic bound, we will then proceed to applications from the second geographic boundary. If it has received more applications than enrollment capacity, the lottery process will be repeated with the same procedures.

Development of Waiting List

The lottery will be temporarily ended once seats are filled. The drawing process will be utilized to create a waiting list. As space become available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be “deemed admitted” and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment (Yellowstone College Prep., 2016).

Admission Process of Returning Students

Returning students (students who currently attend Monarch Academy and intend to return the next school year) are exempted from the lottery if they notify Monarch Academy of their intent to return for the next school year by the deadline designated by the Head of School for the then-current school year.

Siblings Policy and Children of the School’s Founders and Employees

Siblings of returning students currently enrolled at a Monarch Academy campus and who timely notify Monarch Academy of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled.

For this policy “sibling” shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling. Children of Monarch Academy’s founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

Applications Submitted Outside the Designated Application Period

A waiting list will be developed in the order the order applications was received for students submitting applications outside the designated application period.

Students with documented histories of a criminal offense and/or misconduct

Students who have a documents history of a criminal offense and or misconduct, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code, Monarch Academy shall exclude those students from enrollment, as authorized by Education Code § 12.111(a)(5)(A).

Documents and Information Applicants are Required to Provide

Monarch Academy will require students to submit a completed application form to be

considered for admission. The application form must be signed and dated by the parent(s) and the application form must include the following items:

- Applicant's name (first, last, and middle names)
- Applicant's birth date
- Applicant's current grade level and grade applied for
- Applicant's residential address
- Phone numbers
- Email address
- Applicant's current school and district names
- Applicant's parents' name and signature
- Whether the applicant has a sibling already admitted to or attending
- Whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A Chapter 37 of the Education Code
(Yellowstone College Prep., 2016).

Monarch academy will not require students and their parents to provide transcripts or other academic records until after they are offered admission.

The enrollment deadline will be August 15th each year.

Verification of Residency and Immunization Records for Enrollment

The verification of residency and all immunization records are required upon enrollment. The Texas Department of Health, requires that all students enrolling for the first time present a signed statement from a physician or documentation of immunizations no later than 30 days after enrolling. "Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of Monarch Academy, as described in the ne Monarch Academy charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic boundaries of Monarch Academy. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and

property address;

• Mail dated within 60 days before the application date from the following sources:

- Social Security Administration;
- A Texas State government agency;
- Utility companies;
- Credit card bill;
- Financial institutions; including checking or savings;
- Insurance companies;
- State and Federal Revenue documents;
- Paycheck information.
- Other sources or documents demonstrating residency.

Monarch Academy may ask for additional documents for verification if a student's residence comes into question. A notarized statement by the relative or friend may be accepted by Monarch Academy if the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend. The following stipulation will apply:

- Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- Notarized statement must state the name of relative or friend who is on the relative who is on the relative or friend's proof of residence;
- Notarized statement must state the same address of relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and The notarized statement must be signed by same name of relative or friend who is on the relative or friend's proof of residence (Yellowstone College Prep., 2016).

Monarch academy will required that within 30 days, at least two current documents must be provided confirming the residency of the student. This will be reviewed if documents are not submitted in the 30-day time period and an extension for an addition 30 days will be allowed. One or more of the following sources are allowable:

- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies;
- State and Federal Revenue departments.

Parents will be informed that Monarch Academy may conduct home-visits, at any time,

to confirm residency of applicants and enrolled students and that falsification of residence on an enrollment form is a criminal offense.

Student Residency Separate From Parent/Guardian

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Monarch Academy in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to Monarch Academy. The CEO shall follow Exclusion of Students With Certain Histories, above, in making such determination (Yellowstone College Prep., 2016).

McKinney-Vento Policy Statement

"Homelessness" means lacking a fixed, regular, and adequate nighttime residence. The Head of School shall appoint a Liaison for Homeless Children and Youths to serve as the primary contact between homeless families and school staff, shelter workers, and other service providers. The liaison will also assist in obtaining necessary immunizations, if needed. If a dispute arises over the enrollment of a homeless child, he shall be immediately admitted to Monarch Academy until resolution of the dispute (Education for Homeless Children and Youths Program Non-Regulatory Guidance, 2016).

McKinney-Vento Compliance

Monarch Academy will endeavor to enroll and have serve, homeless children who are not currently attending school and shall adopt policies and practices to ensure that students, including homeless children are not stigmatized or segregated on the basis of their homeless status, as required by the McKinney-Vento compliance laws. Monarch Academy shall review and revise policies, which act as barriers to the enrollment of homeless children. As required by law, Monarch Academy shall give consideration to factors such as transportation, immunization, residency, birth certificates, and school records and other documentation, and guardianship.

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, Monarch Academy shall serve homeless children according to their best interests. In determining the best interest of a child, Monarch Academy shall:

1. To the extent feasible, keep a homeless child in the school of origin—the school that the child attended when permanently housed or the school in which the child was last enrolled—except when doing so is contrary to the wishes of the child's parent or guardian;

2. Provide a written explanation to the homeless child's parent or guardian, including a statement of appeal rights, if Monarch Academy sends the child to a school other than the school of origin or a school requested by the parent or guardian; and

3. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

The school selected for attendance in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment. Monarch Academy shall immediately contact the last school the child attended in an attempt to obtain relevant academic and other records. If the child needs immunizations, or immunization or medical records, Monarch Academy shall immediately refer the child's parent or legal guardian to Monarch Academy's homeless liaison for assistance.

Should a dispute arise over school identification and/or enrollment thought to be homeless, the child shall be immediately admitted to Monarch Academy pending resolution of the dispute. Monarch Academy shall provide the child's parent or guardian with a written explanation of the decision regarding school selection or enrollment, including the right to appeal Monarch Academy enrollment decision.

Monarch Academy shall also refer the child, parent, or guardian to the homeless liaison, who shall conduct a dispute resolution process as expeditiously as possible. (Education for Homeless Children and Youths Program Non-Regulatory Guidance, 2016 and Yellowstone College Prep., 2016).

Discrepancies in Student Name

All student information will be requested immediately. If records are not received within 30 day, local law enforcement will be notified by the superintendent or Head of school for a determination of whether the child has been reported as missing. If a child is enrolled under a name that is not on their official documentation, the Head of School will notify the Missing Children and Missing Persons Information Clearinghouse.

Food Allergy Information

"For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention. Monarch Academy may also require information from a child's physician if the child has food allergies" (Yellowstone College Prep, 2016).

The parent of each student enrolled with Monarch Academy will be required to complete a food allergy form. This will allow Monarch Academy to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction. Provisions will be set in place if such allergies occur.

Completed forms will be located in the child's student records, and will be considered confidential information. Parents will be informed that information from the may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel in accordance to the Board policy and the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Education for Homeless Children and Youths Program Non-Regulatory Guidance (2016).
<https://www2.ed.gov/programs/homeless/guidance.pdf>
www.killeenisd.org
Yellowstone College Prep. (2016).

Provide the Following:

Discipline policy addressing the following:

- The code of conduct for the school. Texas Education Code (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.

Monarch Education

Promotion and Retention

Promotion and retention requirements at Monarch Education will follow regular ISD guidelines. Students in fifth and eighth grade will not be promoted to the next grade unless they have retaken each test the required number of times, attended the tutoring mandated by the state and the promotion committee unanimously agrees the child can be successful if promoted. Students in elementary and middle school failing two or more subjects will be retained. High School students must successfully complete the Foundation plan to graduate as a minimum.

Admissions and Enrolment

The school will accept applications beginning in April of each year. The deadline for applications for include a waiting list and the school will admit students on the waiting list if space is available from the start of school. If the school does not meet its capacity on July 31, no lottery will be held. The school will accept new students on a first come first served basis.

Lottery System

If on May 31st of each year, applications for new students exceed the school's chartered capacity, a public lottery will be held. The applicants will be divided into grades. The names will be placed into randomizing software for student selection. The selection process will include a waiting list should space become available.

When a space becomes available the contact information provided on a potential student's application will be used to contact the parent or guardian. The parent or guardian must respond to Monarch Education staff within 48 hours of the notification to accept or decline the space. If there is no response, the next potential student on the list will be notified of an opening.

The school will exempt returning students, the siblings of returning students, the children of founding fathers and school staff, and the children of the employees of the Sponsoring Entity, Monarch Education, as long as it remains a small percentage of the total student body.

The lottery will be held in the first week of June if required.

A waiting list will be created through the lottery process. All of the applicants will be placed into randomizing software and the school will maintain the results of the randomization process. Each student will be assigned a position by the software, and students in positions exceeding the capacity of the school will make up the waiting list based on the lottery.

The school will accept applications outside of the regular application window. If a lottery was implemented, students will be added to the end of the waiting list on a first come, first served basis. If no lottery was implemented, the students will be enrolled in the school up to the school's capacity. Once the capacity is met, students applying after the application period will be added to the waiting list on a first come, first served basis. Students who withdraw and apply for reenrollment will be placed at the end of the waiting list. The school will not accept transfers outside of its adopted geographical boundaries.

It is the policy of the Monarch Education not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Monarch Education to support the districts as they provide a free, appropriate education to all students consisting of regular and special education and related aides and services in career and technology education programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons are met and are based upon adherence to provisions set forth in 34 CFR 104.33-104.36; 34 CFR 104.31-104.40; (see also standards under V-C, V-D, V-E, V-F, V-G, and V-H).

It is the policy of the Monarch Education not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Monarch Education will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about rights or grievance procedures, contact the school Superintendent.

The school will exclude from admission students with documented histories of any of the types of misconduct listed in TEC, §12.111(6). The school will also have a policy in place that can result in expulsion for those who are chronic discipline problems.

The school will not specialize in performing arts.

Monarch Education

Discipline Policy

Monarch Education will adopt the discipline policy as described in TSCE + Walsh Anderson 2013 policy and will include modifications made by the Monarch Education as stated below.

Prohibited Conduct

The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

General Student Behavior

1. Violate dress and grooming standards as communicated in the student handbook;
2. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;
3. Disrespectful behavior towards adults;
4. Refuse to accept discipline management techniques assigned by a teacher or principal;
5. Failure to follow directives (insubordination);
6. Disruption of instruction or other school activities or operations;
7. Unexcused or excessive tardiness;
8. False statements or false accusations;
9. Bullying (*including cyber bullying*), teasing, or targeting other students;
10. Inappropriate cell phone or electronic media use;

Violation of School Rules and Policies

11. Failure to comply with the Student Handbook, or other School or campus rules;
12. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
13. Skipping a class period or other mandatory activity, in whole or in part, without permission;
14. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (*e.g.*, cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
15. Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities;
16. Truancy or other failure to attend school without excuse;

16. Defacing, destroying or otherwise modifying School property without authorization;
17. Steal from students, staff, or the school;
19. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person; commit extortion or blackmail (obtaining money or an object of value from an unwilling person);
20. Soliciting or attempting to solicit another student to violate the Code, School policies and rules, or the law;
22. Taking steps toward violation of the Code even if the act is not completed, as determined by appropriate School administrator;
23. Failing to follow school directives and classroom rules and expectations;
24. Disobeying rules and expectations regarding school transportation;
25. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

Violent, Illegal, and Other Serious Offenses

- Possession of prohibited items
 - Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
 - A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
 - A "look-alike" weapon;
 - An air gun or BB gun;
 - Ammunition;
 - A stun gun; A pocket knife or any other small knife;
 - Mace or pepper spray;
 - Matches or a lighter;
 - A laser pointer for other than an approved use;
 - Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists;
26. Conduct which meets the elements of a criminal offense, as determined by the School;
 27. Physical, verbal or sexual harassment of others;
 28. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;
 29. Using the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment;
 30. False statements, false accusations, or perpetrate hoaxes regarding school safety;
 31. Hazing or initiations;
 32. Participation in a gang, soliciting or attempt to solicit participation in a gang;

33. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
35. Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy;
36. Possessing or selling look-alike drugs or attempt to pass items off as drugs or contraband;
37. Possessing, using, giving, or selling paraphernalia related to any prohibited substance; 38. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);
39. Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code;
40. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;
41. Violence of any kind, including dating violence;
42. Throwing objects that can cause bodily injury or property damage;
43. Fighting;
44. Gambling;
45. Setting or attempting to set a fire;
46. Discharging a fire extinguisher without valid cause;
47. Inappropriate or indecent exposure of body parts;
48. Retaliation of any form against other students or School personnel;
49. Conduct, which requires the student's registration as a sex offender;
50. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual, obscene, abusive, threatening, harassing, damaging to another's reputation or illegal nature;
51. Endangering the health or safety of others;
52. Other conduct as identified within this Code.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Determining Appropriate Discipline

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the student engaged in the suspected conduct. The employee's conclusion may be based on any relevant evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In reaching a decision regarding a student discipline matter, the School may consider the specific facts and circumstances of the situation, including but not limited to:

- The student's intent;
- The student's age and grade level;
- The student's past disciplinary history;
- Whether the student's conduct may have been the manifestation of a disability; The extent of the student's cooperation during the investigation of the matter; The nature and severity of the alleged conduct;
- Whether the student has previously engaged in similar conduct;
- Whether self-defense was involved;
- The student's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property;
- The frequency of the conduct.

The School may issue discipline based on a determination that a student has engaged in conduct, which meets the elements of a criminal offense. The School has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The School may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with the law.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

Investigation of the Discipline Issue

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of school surveillance footage, review of relevant documents, review of information on School-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law

enforcement may be contacted and informed of student conduct, which may constitute a criminal offense.

Students should have no expectation of privacy with respect to School-owned property. Lockers, desks, and other items provided for student use remains School property, and students do not have a reasonable expectation of privacy in School property or in personal items placed inside School property. School administrators or other authorized personnel may monitor and search student desks and lockers for any reason. School officials may search any School property, including School property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate School policy.

Authorized school officials may search a student's person or property if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property that is brought on to school property or to a school sponsored or school-related activity or event, on or off school property, may be subject to search (e.g., student cell phone, backpack, personal computer, purse, car, etc.).

Parents will be notified immediately with a phone call from the principal if their child is involved in any disciplinary procedures, followed by written notification to be mailed to the parent within 24 hours.

Discipline of Students With Special Needs

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a "change in the placement" of a student receiving special education services may be taken only after the student's Admission, Review, and Dismissal (ARD) committee conducts a manifestation determination review in order to determine whether the student's conduct was a manifestation of his or her disability.

A change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the school has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without disabilities. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

Refer to the Monarch Education Handbook for more information regarding special education services.

Practices that will Promote Good Discipline

- The students will be greeted at the door each morning
- Breakfast will be made available to students
- The classroom teacher will get the student focused before the lesson
- The teacher will be a positive presence
- The faculty and staff will model the behavior that they want the students to produce
- A low profile intervention will be used when disciplining students, private when possible
- Positive messages and positive feedback will be the norm in the classroom

Parent Notification

Parents will be provided a copy of the discipline policy and required to sign a form acknowledging receipt of the discipline policy as part of the enrollment packet.

www.killeenisd.org (2017)
Monarch Academy (2016)

The Monarch Education will comply with all TEC 37.007 requirements within the facilities in which the charter will operate. The facilities will be designated a gun-free zone.

Provide the Following:

The section of the proposed Code of Conduct that addresses the gun-free school statute found in Texas Education Code (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 Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought 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 ESSA funds.

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

Senate Bill 11, as enacted by the 84th 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.

STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

POSSESSION OF
WEAPONS

EXPULSION
OFFENSE

A student shall be expelled from school if the student engages in conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02, or elements of an offense relating to prohibited weapons under Penal Code 46.05, on school property or while attending a school-sponsored or school-related activity on or off school property. *Education Code 37.007(a)(1)* [See also FOD]

EXCEPTION

A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:

1. At an approved target range facility that is not located on a school campus; and
2. While participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.

This section does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored shooting sports competition or a shooting sports educational activity.

Education Code 37.007(k)

FEDERAL FIREARMS
PROVISION

EXPULSION
OFFENSE

In accordance with the Gun-Free Schools Act, a district shall expel a student who brings a firearm, as defined by federal law, to school. The student must be expelled from the student's regular campus for a period of at least one year, except that the superintendent may modify in writing the length of expulsion in the case of an individual student.

"SCHOOL"
DEFINED

For expulsion under this provision, "school" means any setting that is under the control and supervision of a district for the purpose of student activities approved and authorized by the district.

20 U.S.C. 7961; Education Code 37.007(e) [See FOD]

EXCEPTION

This provision shall not apply to a firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the district and the district adopts appropriate safeguards to ensure student safety. *20 U.S.C. 7961(g)* [See also DH and GKA]

UNLAWFUL CARRYING
OF WEAPONS

Under Penal Code 46.02, a person commits an offense if the person intentionally, knowingly, or recklessly carries on or about his or her person a handgun, illegal knife, or club if the person is not on the person's own premises or premises under the person's control;

STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

	or inside of or directly en route to a motor vehicle that is owned by the person or under the person's control. <i>Penal Code 46.02(a)</i>
DEFINITIONS	
"FIREARM"	For purposes of state law, "handgun" means any firearm that is designed, made, or adapted to be fired with one hand. A "firearm" means any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use. <i>Penal Code 46.01(3),(5)</i>
"ILLEGAL KNIFE"	"Illegal knife" means a knife with a blade over 5-1/2 inches; hand instrument designed to cut or stab another by being thrown; dagger, including a dirk, stiletto, and poniard; bowie knife; sword; or spear. <i>Penal Code 46.01(6)</i>
"CLUB"	A "club" is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. <i>Penal Code 46.01(1)</i>
PROHIBITED WEAPONS	Under Penal Code 46.05, a person commits an offense if the person intentionally or knowingly possesses, manufactures, transports, repairs, or sells: <ol style="list-style-type: none"> 1. An explosive weapon (any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon). <i>Penal Code 46.01(2)</i> 2. A machine gun (any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger). <i>Penal Code 46.01(9)</i> 3. A short-barrel firearm (rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches). <i>Penal Code 46.01(10)</i> 4. A firearm silencer (any device designed, made, or adapted to muffle the report of a firearm). <i>Penal Code 46.01(4)</i> 5. Knuckles (any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by

STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

striking a person with a fist enclosed in the knuckles). *Penal Code 46.01(8)*

6. Armor-piercing ammunition (handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers). *Penal Code 46.01(12)*
7. A chemical dispensing device (a device, other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a chemical capable of causing an adverse psychological or physiological effect on a human being). *Penal Code 46.01(14)*
8. A zip gun (a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance). *Penal Code 46.01(16)*
9. A tire deflation device (a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires; it does not include a traffic control device that is designed to puncture one or more of a vehicle's tires when driven over in a specific direction, and has a clearly visible sign posted in close proximity to the traffic control device that prohibits entry or warns motor vehicle operators of the traffic control device). *Penal Code 46.01(17)*

A person does not commit an offense if an item is listed at items 1–4, above, and is registered in the National Firearms Registration and Transfer Record maintained by the Bureau of Alcohol, Tobacco, Firearms and Explosives or classified as a curio or relic by the United States Department of Justice. *Penal Code 46.05(a)*

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 \$5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD 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 12 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.

New Application Budget and Cash Flow Template Instructions

12/4/2017 11:21

General Instructions and Notes for New Application Budgets and Cash Flows

- Colors for tabs and cells may be different on MAC computers and Apple products.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users the GRAY cells may appear blue.
- Complete ALL EIGHT tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users the BLUE tabs are SOF, ASATR, and Payment Formula Example. All other tabs are GREEN data entry tabs.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged. All 'Descriptions of Assumptions' should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year Zero' select the fiscal year the proposed charter school will be in it's startup year.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'Fiscal Year End Date' use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row 'Total School Year Minutes' enter in the number of minutes the proposed charter school will be open for operation.

Data Entry Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.

Start-Up Budget Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Enter in any description of variances and assumptions that need further explanation.

Enrollment Tab

- Enrollment Section: Enter the anticipated enrollment for the proposed school by grade by year. The anticipated enrollment for all five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- **WARNING**: Enter conservative & realistic enrollment amounts. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers, or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance than your projections may be invalid. Additionally your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.
- Student Population Section: Enter in gray cells only the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

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	<ul style="list-style-type: none"> Column C; Enter in the position title. 	
	<ul style="list-style-type: none"> Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the 'Budget' and 'Cash Flow' tabs. 	
	<p>**PLEASE NOTE** - Before selecting a category be sure to select the 'Budget' tab to see where each category falls under in terms of the Personnel section.</p>	
	<ul style="list-style-type: none"> Column E; Enter in the starting salary for that given position. 	
	<ul style="list-style-type: none"> Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year. 	
	<ul style="list-style-type: none"> Cells N8 - R8; Enter in the anticipated percentage of salary increases for that given year. The table below row 8 will automatically calculate given the percentage entered, FTE and starting salary indicated. 	

Assumptions Tab	
	Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
	Columns H-K; enter in the percentage increase <u>OR</u> decrease that is anticipated for that particular line from year to year. ** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.
Financial Plan Workbook Summary	
	Summary of Budget Tab information
	No data entry on this tab.
Budget Tab	
	Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.
	Nothing needs to be entered into Years 1-5 other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

New Applicaton Budget(s) & Cash Flow(s) Template	
Lead Applicant Name:	Billy Brown
Contact Email:	<u>applicant@anywhere.net</u>
Contact Phone:	254-466-5956
Startup Fiscal Year End:	2019
Year One Fiscal Year End:	2020
Fiscal Year End Date:	June 30
Total School Minutes	78,300

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Estimate of State Aid Entitlement Input		12/4/2017 11:21
Total - Per Grades - First Year		
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	
Kindergarten		
1st Grade	-	
2nd Grade	-	
3rd Grade	-	
4th Grade	-	
5th Grade	100.00	
6th Grade	150.00	
7th Grade	150.00	
8th Grade	100.00	
9th Grade	-	
10th Grade	-	
11th Grade	-	
12th Grade	-	
Total - All Grades		
Total Number of Students Enrolled	500.0	
Total Number of High School Students Enrolled	-	
Percentage Rate of Attendance	85%	
Special Education Data:		Extended Year Service
Number Enrolled in Homebound	-	-
Number Enrolled in Hospital Class	-	-
Number Enrolled in Speech Therapy	20.00	-
Number Enrolled in Resource Room	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-
Number Enrolled in Full-Time Early Childhood	-	-
Number Enrolled in Off-Home Campus	-	-
Number Enrolled in VAC	-	-
Number Enrolled from State Schools	-	-
Number Enrolled in Residential Care & Treatment	-	-
Number Enrolled in Mainstream	30.00	-
Career and Technology (C&T) Data:		Advanced C&T FTE
Number Enrolled in One-hour Class	-	-
Number Enrolled in Two-hour Class	-	-
Number Enrolled in Three-hour Class	-	-
Number Enrolled in Four-hour Class	-	-
Number Enrolled in Five-hour Class	-	-
Number Enrolled in Six-hour Class	-	-
Gifted and Talented Enrolled	15.00	
Number of Pregnancy Related Students Enrolled	-	
Number Enrolled in Bilingual/ESL	25.00	
Special Education Error Check		
Career and Technology Error Check		
Available School Fund ADA	-	
Compensatory Education Enrollment	-	
Regular Program Transportation Allotment	-	
Special Education Program Transportation Allotment	-	

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Career and Technology Program Transportation Allotment				
Transportation Total	\$	-		

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ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.										
	2020	2021	2022	2023	2024						
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-						
Kindergarten	-	-	-	-	-						
1st Grade	-	-	-	-	-						
2nd Grade	-	-	-	-	-						
3rd Grade	-	-	-	-	-						
4th Grade	-	-	-	-	-						
5th Grade	100.00	100.00	100.00	100.00	100.00						
6th Grade	150.00	150.00	150.00	150.00	150.00						
7th Grade	150.00	150.00	150.00	150.00	150.00						
8th Grade	100.00	150.00	150.00	100.00	100.00						
9th Grade	-	50.00	50.00	100.00	100.00						
10th Grade	-	-	50.00	50.00	50.00						
11th Grade	-	-	-	50.00	50.00						
12th Grade	-	-	-	-	50.00						
Total Number of High School Students Enrolled	-	50.00	100.00	200.00	250.00						
Total Number of All Students Enrolled (Average Membership)	500.00	600.00	650.00	700.00	750.00						
Average Daily Attendance (ADA)	425.00	534.00	578.50	623.00	667.50						
Average Daily Attendance %	85%	89%	89%	89%	89%						
Percent change YOY		26%	8%	8%	7%						
STUDENT POPULATION		Data for following fiscal years must be based on reasonable estimates and projections.									
Special Education Data:	2020	EYS 2020	2021	EYS 2021	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Speech Therapy	20.00	-	23.00	-	25.00	-	30.00	-	35.00	-	
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-	
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Mainstream	30.00	-	32.00	-	35.00	-	40.00	-	45.00	-	
Special Education Student Count (SPED)	50.00	-	55.00	-	60.00	-	70.00	-	80.00	-	
Special Education Student Count %	10.00%		9.17%		9.23%		10.00%		10.67%		
Percent change YOY			10%	0%	9%	0%	17%	0%	14%	0%	
Career and Technology (C&T) Data:	2020	Advanced C&T FTE 2020	2021	Advanced C&T FTE 2021	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-	
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-	
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-	
% of Career & Technology Students											
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%	
		Data for following fiscal years must be based on reasonable estimates and projections.									
	2020	2021	2022	2023	2024						
Number Gifted and Talented Students Enrolled	15.00	16.00	18.00	21.00	24.00						
% of Gifted and Talented Students Enrolled	3.00%	2.67%	2.77%	3.00%	3.20%						
Number of Pregnancy Related Students	-	-	-	-	-						
% of Pregnancy Related Students Enrolled											

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Number of Students Enrolled in Bilingual/ESL	25.00	22.00	30.00	35.00	40.00
% of Students Enrolled Bilingual/ESL	5.00%	4.50%	4.62%	5.00%	5.33%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-	-	-	-	-
Complementary Education Enrollment	-	-	-	-	-
Transportation					
Regular Program Transportation Allocation	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allocation	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allocation	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ -	\$ -	\$ -
Percent change YOY	0%	0%	0%	0%	0%

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REVENUE AND EXPENSE ASSUMPTIONS

	2020	2021	2022	2023	2024	NOTES	
EXPENSES							
PATROL TAXES AND BENEFITS							
Social Security	0.00%	0.00%	0.00%	0.00%	0.00%	Will be TTS Mandated Rate Estimate	
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	0.55%	0.55%	0.55%	0.55%	0.55%		
Worker's Compensation Insurance	0.50%	0.50%	0.50%	0.50%	0.50%		
Custom Other Tax #1	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	7.01%	6.86%	5.00%	5.00%	5.00%		
Dental Insurance	1.10%	1.11%	1.12%	1.13%	1.14%		
Vision Insurance	0.25%	0.25%	0.25%	0.25%	0.25%		
Life Insurance	0.00%	0.00%	0.00%	0.00%	0.00%		
Pension/Retirement Contribution	1.70%	0.34%	0.34%	0.34%	0.34%	Estimate In personnel 80% Attendance (Estimate could be lower economically)	
Custom Fringe #1	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PATROL TAXES AND BENEFITS							
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES							
CONTRACTED SERVICES							
Accounting / Audit	0.00%	0.00%	0.00%	0.00%	0.00%	Estimate	
Legal	0.00%	10.00%	7.00%	7.00%	7.00%		
Management Company Fee	0.00%	0.00%	0.00%	0.00%	0.00%		
Nurse Services	0.00%	0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	0.00%	25.00%	8.00%	8.00%	7.00%		
Facility Services	0.00%	0.00%	0.07%	0.08%	0.08%		
Special Ed Services	0.00%	28.00%	8.00%	8.00%	7.00%		
Indirect Services (i.e. Title I)	0.00%	0.00%	0.00%	0.00%	0.00%		
Back Office Services	0.00%	26.00%	8.00%	8.00%	8.00%		
Custom Contracted Services #2	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL CONTRACTED SERVICES	264,200.00						

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REVENUE AND EXPENSE ASSUMPTIONS

	2020	2021	2022	2023	2024	NOTES
SCHOOL OPERATIONS:						
Board Expenses	1,400	0.00%	0.00%	0.00%	0.00%	\$200/Board Member
Classroom / Reading Supplies & Materials	15,000	0.00%	26.00%	8.00%	8.00%	Apron, 300/Teacher (Percent based on student enrollment)
Special Ed Supplies & Materials	8,000	0.00%	26.00%	8.00%	8.00%	
Textbooks / Workbooks	40,000	0.00%	26.00%	8.00%	8.00%	
Supplies & Materials other	20,000	0.00%	85.00%	30.00%	10.00%	Base after Year 1 Start up Prep (Effective Courses Included)
Equipment / Furniture	25,000	0.00%	85.00%	30.00%	10.00%	
Telephone	3,000	0.00%	26.00%	8.00%	8.00%	\$250/Month (Initial market research)
Technology	40,000	0.00%	26.00%	8.00%	8.00%	
Student Testing & Assessment	5,500	0.00%	26.00%	8.00%	8.00%	Market research) Allocation for Teacher and Student Computer
Field Trips	8,000	0.00%	26.00%	8.00%	8.00%	
Transportation (Student)	-	0.00%	0.00%	0.00%	0.00%	
Student Services - Other	-	0.00%	0.00%	0.00%	0.00%	
Office Expenses	2,500	0.00%	0.00%	0.00%	0.00%	
Staff Development	45,000	0.00%	5.00%	8.00%	8.00%	Front office staff expenses
Staff Recruitment	5,000	0.00%	5.00%	8.00%	8.00%	Development through Van Eagle's Wing Academic Support
Student Recruitment/Marketing	10,000	0.00%	26.00%	8.00%	8.00%	Online platforms (Indeed, Job.com, Monster.com)
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	Radio shows, community outreach, flyers, local news, etc.
Travel (Staff)	1,500	0.00%	2.00%	2.00%	2.00%	Contracted service
Printing	-	0.00%	0.00%	0.00%	0.00%	
Custom Operations #1	-	0.00%	0.00%	0.00%	0.00%	Private Management Training Conference (\$300/leader)
Custom Operations #2	-	0.00%	0.00%	0.00%	0.00%	Done by Board and CEO/Superintendent
Custom Operations #3	-	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS	229,900.00					
FACILITY OPERATION & MAINTENANCE						
Insurance	15,000	0.00%	5.00%	5.00%	5.00%	Estimate after speaking with professionals and research
Janitorial Services	-	0.00%	0.00%	0.00%	0.00%	in personnel
Building and Land Rent / Lease	400,000	0.00%	0.00%	0.00%	0.00%	
Repair & Maintenance	10,000	0.00%	5.00%	5.00%	5.00%	Estimate with personnel and contractors
Security Services	1,200	0.00%	0.00%	0.00%	0.00%	Estimate at \$100/month
Utilities	60,000	0.00%	26.00%	8.00%	4.00%	Estimate based on initial research
Custom Facilities Operations #1	-	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE	486,200.00					
RESERVES / CONTINGENCY	10,000	0.00%	5.00%	0.00%	0.00%	For finances not yet predicted
TOTAL EXPENSES	990,300.00					
NET OPERATING INCOME (Before Depreciation)	2,531,698.32					
DEPRECIATION & AMORTIZATION	-	0.00%	0.00%	0.00%	0.00%	
NET OPERATING INCOME (Including Depreciation)	2,531,698.32					

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**PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY

Total Revenue	300,000	Description of Assumptions and Variances
Total Expenses	291,201	
Net Operating Income (before Depreciation)	8,800	

Start-Up
Period

REVENUE

TOTAL STATE REVENUES		
TOTAL FEDERAL REVENUES		
TOTAL LOCAL & OTHER REVENUES	\$ 300,000	Local CDBG Grant (Research figures), Fundraising, Grants, Loan sourcing (if needed)
TOTAL REVENUE	\$ 300,000	

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PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY

Total Revenue	300,000	Description of Assumptions and Variances
Total Expenses	291,201	
Net Operating Income (before Depreciation)	8,800	

Start-Up
Period**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	150,000	CEO, Head of School, Head of Operations- Leadership team will work to intake stu
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	11,250	PEIMS Coordinator/Registrar for 3 months
Other - Administrative	-	

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS \$ 161,250**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

TOTAL INSTRUCTIONAL PERSONNEL COSTS \$ -**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS \$ -**TOTAL PERSONNEL EXPENSES** \$ 161,250**PAYROLL TAXES AND BENEFITS**

Social Security	-	
Medicare	2,338	Estimate @ 1.45% of salary
State Unemployment	1,500	Estimate
Worker's Compensation Insurance	1,613	Estimate @ 1% of salary
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	2,000	Estimate
Dental Insurance	500	Estimate
Vision Insurance	500	Estimate
Life Insurance	-	
Retirement Contribution	-	

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**PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY		Description of Assumptions and Variances
Total Revenue	300,000	
Total Expenses	291,201	
Net Operating Income (before Depreciation)	8,800	
Start-Up Period		
Custom Fringe #1	-	Based on Research and Estimate
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 8,451	
TOTAL PERSONNEL TAX & BENEFIT EXPENSES	\$ 169,701	
CONTRACTED SERVICES		
Accounting / Audit	10,000	
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	1,500	Estimate
Special Ed Services	-	
Titlment Services (i.e. Title I)	-	
Back Office Services	-	
Custom Contracted Services #2	-	
Custom Contracted Services #3	-	
TOTAL CONTRACTED SERVICES	\$ 11,500	

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**PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY		
Total Revenue	300,000	Description of Assumptions and Variances
Total Expenses	291,201	
Net Operating Income (before Depreciation)	8,800	
	Start-Up Period	
SCHOOL OPERATIONS		
Board Expenses	1,000	Estimate
Classroom / Teaching Supplies & Materials	15,000	Estimate from Research
Special Ed Supplies & Materials	5,000	Estimate from Research
Textbooks / Workbooks	30,000	Estimate from Research
Supplies & Materials other	10,000	Estimate from Research
Equipment / Furniture	20,000	Estimate
Telephone		
Technology	20,000	Preliminary Estimate from research
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	5,000	
Staff Development	2,000	Estimate from contracted service
Staff Recruitment	-	
Student Recruitment / Marketing	2,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Custom Operations #1	-	
Custom Operations #2	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	\$ 110,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	Campus will be in developmental stages
Janitorial Services	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Security Services	-	
Utilities	-	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	
RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	\$ 291,201	
NET OPERATING INCOME (before Depreciation)	\$ 8,800	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	\$ 8,800	

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PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD		
SUMMARY		
Total Revenue	300,000	Description of Assumptions and Variances
Total Expenses	291,201	
Net Operating Income (before Depreciation)	8,800	
Start-Up Period		

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PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD											
	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5					
SUMMARY	2019	2020	2021	2022	2023	2024					
Total Revenue	300,000	3,322,598	4,210,978	4,532,356	4,889,740	5,222,440	Description of Assumptions and Variables				
Total Expenses	291,201	3,307,348	3,798,672	3,937,729	4,047,892	5,045,590					
Net Operating Income (before Depreciation)	8,799	13,250	412,306	594,627	841,848	177,850					
Revenue Per Pupil		7,086	7,018	6,981	6,985	6,984					
Expense Per Pupil		6,615	6,328	6,334	6,640	6,727					
REVENUE											
TOTAL STATE REVENUES	\$ -	\$ 3,322,598	\$ 4,210,978	\$ 4,532,356	\$ 4,736,725	\$ 5,054,235	Percent change from year to year have to do with projected increase in student enrollment				
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					
TOTAL LOCAL & OTHER REVENUES	\$ 300,000	\$ 300,000	\$ 150,000	\$ 151,500	\$ 153,016	\$ 154,540					
TOTAL REVENUE	\$ 300,000	\$ 3,322,598	\$ 4,210,978	\$ 4,532,356	\$ 4,889,740	\$ 5,222,440					

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PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
	2019	2020	2021	2022	2023	2024	
SUMMARY							
Total Revenue	300,000	3,322,898	4,210,978	4,537,354	4,889,740	5,222,840	Description of Assumptions and Variances
Total Expenses	281,201	3,007,444	3,796,673	4,155,796	4,647,804	5,045,598	
Net Operating Income (before Depreciation)	8,800	215,651	414,305	381,558	241,936	177,242	
Revenue Per Pupil		7,046	7,018	6,981	6,985	6,964	
Expenses Per Pupil		6,615	6,328	6,394	6,640	6,727	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	150,000	90,000	91,800	93,636	95,509	97,419	
Instructional Management	-	80,000	81,600	83,232	84,897	86,595	
Deans, Directors & Coordinators	-	281,300	287,130	293,085	299,167	305,279	
CEO / Director of Finance	-	80,000	81,600	83,232	84,897	86,595	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	11,250	30,000	30,600	31,212	31,836	32,473	
Other - Administrative	45,000	45,000	45,900	46,818	47,754	48,709	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 181,250	\$ 606,500	\$ 618,630	\$ 654,412	\$ 667,500	\$ 680,850	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	1,000,000	1,142,400	1,331,712	1,697,933	1,949,378	
Teachers - SPED	-	40,000	40,800	41,616	42,448	43,297	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	150,000	183,600	249,696	254,690	292,257	
Specialty Teachers	-	200,000	285,600	291,312	297,138	303,081	
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	51,000	52,020	53,060	54,122	
Other - Instructional	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 1,390,000	\$ 1,703,400	\$ 1,966,336	\$ 2,345,270	\$ 2,641,134	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	20,000	20,400	20,808	21,224	21,649	
Librarian	-	-	-	-	-	-	
Custodian	-	17,000	17,360	17,697	18,048	18,401	
Security	-	-	-	-	-	-	
Other - Non-Instructional	-	25,000	25,500	26,010	26,530	27,061	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 62,000	\$ 63,240	\$ 64,505	\$ 66,795	\$ 67,111	
TOTAL PERSONNEL EXPENSES	\$ 181,250	\$ 7,058,500	\$ 7,385,270	\$ 7,685,272	\$ 8,078,564	\$ 8,389,095	
PAYROLL TAXES AND BENEFITS							
Social Security	-	-	-	-	-	-	
Medicare	2,338	29,848	34,585	38,936	44,639	49,142	
State Unemployment	1,500	11,322	13,119	14,769	16,932	18,945	
Worker's Compensation Insurance	1,613	10,293	11,925	13,426	15,393	16,945	
Custom Other Tax #1	-	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	-	
Health Insurance	2,000	144,301	163,630	134,264	153,928	169,455	
Dental Insurance	500	22,644	26,475	30,075	34,788	38,636	
Vision Insurance	500	5,146	5,963	6,713	7,696	8,473	
Life Insurance	-	-	-	-	-	-	
Retirement Contribution	-	34,995	8,110	9,130	10,467	11,523	
Custom Fringe #1	-	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 8,451	\$ 258,548	\$ 263,811	\$ 247,314	\$ 283,844	\$ 311,119	
TOTAL PERSONNEL TAX & BENEFIT EXPENSES	\$ 169,701	\$ 2,317,048	\$ 2,649,081	\$ 2,932,586	\$ 3,362,408	\$ 3,700,214	
CONTRACTED SERVICES							
Accounting / Audit	10,000	-	-	-	-	-	
Legal	-	20,000	22,000	23,540	25,188	26,951	
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	244,200	307,692	332,307	358,892	384,014	
Payroll Services	1,500	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	
Titlerment Services (i.e. Title I)	-	-	-	-	-	-	
Back Office Services	-	-	-	-	-	-	
Custom Contracted Services #2	-	-	-	-	-	-	
Custom Contracted Services #3	-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	\$ 11,500	\$ 264,200	\$ 329,692	\$ 355,847	\$ 384,080	\$ 410,965	

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PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

	STARTUP					YEAR 1					YEAR 2					YEAR 3					YEAR 4					YEAR 5				
	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024
SUMMARY																														
Total Revenue	300,000	3,522,598	4,410,978	4,537,355	4,889,740	5,222,240																								
Total Expenses	297,201	3,202,348	3,796,672	4,155,795	4,647,804	5,085,598																								
Net Operating Income (Before Depreciation)	8,800	215,651	414,306	381,561	241,936	136,642																								
Revenue Per Pupil	2420	7006	7006	6934	6938	6971																								
Expenses Per Pupil	6915	6328	6328	6394	6540	6721																								
Description of Assumptions and Variances																														

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PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SUMMARY	2019	2020	2021	2022	2023	2024
TOTAL REVENUE	300,000	3,322,998	4,210,978	4,537,356	4,869,740	5,222,640
TOTAL EXPENSES	291,201	3,307,348	3,796,673	4,155,795	4,667,804	5,045,598
Net Operating Income (Before Depreciation)	8,800	2,015,650	414,305	381,561	2,201,936	1,177,042
Revenue Per Pupil		2,015	7,018	6,961	6,963	6,964
Expenses Per Pupil		6,915	6,928	6,934	6,940	6,972
SCHOOL OPERATIONS						
Board Expenses	1,000	1,400	1,400	1,400	1,400	1,400
Classroom / Teaching Supplies & Materials	15,000	15,000	18,900	20,412	22,045	23,598
Special Ed Supplies & Materials	5,000	8,000	10,000	10,886	11,737	12,580
Textbooks / Workbooks	30,000	40,000	50,400	54,432	58,787	62,901
Supplies & Materials, Other	10,000	20,000	32,000	40,100	52,810	62,201
Equipment / Furniture	20,000	20,000	46,200	60,100	69,100	78,700
Telephone	3,000	3,000	3,700	4,092	4,409	4,723
Technology	20,000	40,000	50,400	54,432	58,787	62,901
Student Training & Assessment	5,000	5,000	6,900	7,484	8,093	8,649
Field Trips	-	8,000	10,000	10,886	11,737	12,580
Transportation (Student)	-	-	-	-	-	-
Student Services - Other	-	-	-	-	-	-
Office Expense	5,000	2,500	2,500	3,500	2,500	2,500
Staff Development	2,000	45,000	67,200	51,000	55,112	59,621
Staff Recruitment	-	5,000	5,200	5,312	5,708	6,013
Student Recruitment / Marketing	2,000	10,000	12,800	13,628	14,697	15,725
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	1,500	1,500	1,561	1,592	1,674
Fundraising	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	110,000	328,900	394,590	346,432	375,761	405,713
FACILITY OPERATION & MAINTENANCE						
Depreciation	-	15,000	15,700	16,538	17,564	18,733
Insurance Services	-	400,000	400,000	400,000	400,000	400,000
Building and Land Rent / Lease	-	10,000	10,500	11,025	11,576	12,155
Repairs & Maintenance	-	1,200	1,200	1,200	1,200	1,200
Security Services	-	60,000	75,600	81,648	84,914	88,612
Utilities	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	46,200	50,000	50,000	51,505	51,800
RESERVES / CONTINGENCY	-	10,000	10,500	10,500	10,500	10,500
TOTAL EXPENSES	291,201	3,307,348	3,796,673	4,155,795	4,667,804	5,045,598
Net Operating Income (Before Depreciation)	8,800	2,015,650	414,305	381,561	2,201,936	1,177,042
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (Including Depreciation)	8,800	2,015,650	414,305	381,561	2,201,936	1,177,042

Description of Assumptions and Variances

FINANCIAL PLAN WORKBOOK SUMMARY

0

	Year 0 (Start-Up) 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
REVENUE						
Total State Revenue		\$ 3,222,998	\$ 4,060,978	\$ 4,385,856	\$ 4,736,725	\$ 5,068,295
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ 300,000	\$ 300,000	\$ 150,000	\$ 151,500	\$ 153,015	\$ 154,545
TOTAL REVENUE	\$ 300,000	\$ 3,522,998	\$ 4,210,978	\$ 4,537,356	\$ 4,889,740	\$ 5,222,840
EXPENSES						
Total Administrative Staff Personnel Costs	\$ 161,250	\$ 606,500	\$ 618,630	\$ 654,412	\$ 667,500	\$ 680,850
Total Instructional Personnel Costs	\$ -	\$ 1,390,000	\$ 1,703,400	\$ 1,966,356	\$ 2,345,270	\$ 2,641,134
Total Non-Instructional Personnel Costs	\$ -	\$ 62,000	\$ 63,240	\$ 64,505	\$ 65,795	\$ 67,111
Total Payroll Taxes and Benefits	\$ 8,451	\$ 258,548	\$ 263,811	\$ 247,314	\$ 283,844	\$ 311,119
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ 169,701	\$ 2,317,048	\$ 2,649,081	\$ 2,932,586	\$ 3,362,408	\$ 3,700,214
Total Contracted Services	\$ 11,500	\$ 264,200	\$ 329,692	\$ 355,847	\$ 384,080	\$ 410,965
Total School Operations	\$ 110,000	\$ 229,900	\$ 304,350	\$ 346,452	\$ 375,761	\$ 405,719
Total Facilities Operations and Maintenance	\$ -	\$ 486,200	\$ 503,050	\$ 510,411	\$ 515,055	\$ 518,200
Reserves and/or Contingency	\$ -	\$ 10,000	\$ 10,500	\$ 10,500	\$ 10,500	\$ 10,500
TOTAL EXPENSES	\$ 291,201	\$ 3,307,348	\$ 3,796,673	\$ 4,155,796	\$ 4,647,804	\$ 5,045,598
NET OPERATING INCOME (before depreciation)	\$ 8,800	\$ 215,651	\$ 414,305	\$ 381,561	\$ 241,936	\$ 177,242
STUDENT ENROLLMENT						
Projected Student Enrollment		500	600	650	700	750
Revenue Per Pupil		\$ 7,046	\$ 7,018	\$ 6,981	\$ 6,985	\$ 6,964
Expenses Per Pupil		\$ 6,615	\$ 6,328	\$ 6,394	\$ 6,640	\$ 6,727

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n Estimate of State Aid and Enrollment Output		12/4/2017 11:21	Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.
Preliminary	TOTAL		
Refined ADA	425.000		
HS ADA	0.000		
ASF ADA	0.000		
SPECIAL EDUCATION FTE		Extended Year Service	
Number Enrolled In Homebound	0.000	0.000	
Hospital Class	0.000	0.000	
Speech Therapy	0.708	0.000	
Resource Room	0.000	0.000	
Self-Contained Mild/Mod/Sev	0.000	0.000	
Full-Time Early Childhood	0.000	0.000	
Off-Home Campus	0.000	0.000	
VAC	0.000	0.000	
State Schools	0.000	0.000	
Residential Care & Treatment	0.000	0.000	
TOTAL SPECIAL EDUCATION FTE	0.708	0.000	
TOTAL SPECIAL EDUCATION WEIGHTED FTE	3.542	0.000	
Career & Technology FTEs	0.000		
Advanced Career & Technology FTES	0.000		
Regular Program ADA	424.292		
Mainstream ADA	25.500		
Gifted & Talented Enrollment	15.000		
Compensatory Ed Enrollment	-		
Pregnancy-related FTEs	0.000		
Bilingual ADA	21.250		
Adjusted GYA	0.9733		
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	572.733		
FUNDING DATA:			
State Average Basic Allotment	\$ 4,990		
State Average Adjusted Basic Allotment	\$ 5,272		
State Average Adjusted Allotment	\$ 6,386		
State Average DTR- Level 1	0.0532		
State Average DTR- Level 2	0.0568		
Available School Fund Rate	\$ 388.000		
FUNDING BREAKDOWN BY PROGRAM			
Regular Program Block Grant	\$ 2,709,527		
Special Education Block Grant (Spend 52% of Amount as proposed)	\$ 22,617		
Mainstream Special Education (Spend 52% of Amount as proposed)	\$ 179,127		
Residential Care & Treatment (Spend 52% of Amount as proposed)	\$ -		
State Schools (Spend 52% of Amount as proposed)	\$ -		
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$ -		
TOTAL SPECIAL EDUCATION	\$ 201,744		
Career & Technology Grant (Spend 88% of Amount as proposed)	\$ -		
Gifted & Talented Op Grant (Spend 88% of Amount as proposed)	\$ 11,495		
Regular Compensatory Ed (Spend 52% of Amount as proposed)	\$ -		
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	\$ -		
Military Allotment	\$ -		
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	\$ 13,570		
TRANSPORTATION			
Regular Program	\$ -		
Special Education	\$ -		
Career and Technology	\$ -		
TOTAL TRANSPORTATION	\$ -		
High School Allotment	\$ -		
State Share of Tier I	\$ 2,936,336		
Tier II Level 1	\$ 182,725		
Tier II Level 2	\$ 103,937		
TOTAL TIER II	\$ 286,662		
TOTAL FOUNDATION	\$ 3,222,988		
OTHER PROGRAMS			

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Shift Salary Adjustment	\$	-
Additional State Aid for Tax Reduction (ASATR)	\$	-
TOTAL OTHER PROGRAMS	\$	-
TOTAL	\$	3,322,998
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	\$	-
TOTAL FOUNDATION SCHOOL FUND (FSF)	\$	3,322,998

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2016-2017 WADA		572,733
4	2016-2017 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	2,637,228
5	2016-2017 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	63,663
6	2016-2017 Minimum Revenue (Line 4 + Line 5)	\$	2,700,891
7	Transportation Adjustment	\$	-
8	2016-2017 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2016-2017 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	2,700,891
11	2016-2017 Tier I State Aid	\$	2,936,336
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2016-2017 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	2,936,336
14	2016-2017 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,127

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Total FSP from latest Summary of Finances (SOF)	\$ 3,222,998
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$ -
Current Year FSP Payments Year to Date from FSP Ledger	\$ -
FSP Remaining Balance	\$ 3,222,998
Number of Remaining FSP Payments	\$ 12
Remaining Balance to be Paid this Month	8.3%
Payment	\$ 267,509

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 267,509
October	11	9.1%	\$ 268,950
November	10	10.1%	\$ 271,341
December	9	11.1%	\$ 268,087
January	8	12.4%	\$ 266,242
February	7	14.4%	\$ 270,845
March	6	16.6%	\$ 267,264
April	5	19.9%	\$ 267,209
May	4	25.1%	\$ 269,963
June	3	33.2%	\$ 267,455
July	2	49.7%	\$ 267,452
August	1	100.0%	\$ 270,681
			\$ 3,222,998

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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 or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

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

Provide the Following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2016, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2016, you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2016."

Attachment F3: Credit Report

No documents are being provided because the sponsoring entity was incorporated after January 2016.

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.

Attachment F4: IRS Form 990

No documents are being provided because the sponsoring entity was incorporated in 2017.

Provide the Following:

Evidence of financial support from intended community partners such as:

- (i) letters of intent/commitment;
- (ii) memoranda of understanding; and/or
- (iii) contracts.

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

June 19, 2017

Monarch Education
c/o Billy Brown
704 Gemini Lane
Killeen, TX 76542



**SUBJECT: LETTER OF INTRODUCTION – STATEMENT OF ABILITY TO FINANCE AND DEVELOP
SOURCE OF FUNDS FOR MONARCH EDUCATION – KILLEEN, TEXAS**

TRANSMISSION: VIA EMAIL – SIGNATURE BELOW IS AN ELECTRONIC IMAGE

Dear Mr. Brown:

Please share this letter as you see fit with your prospective authorizer, potential parents, the community, and any other interested parties relative to the potential for Highmark School Development to serve as a facility developer and financier for a school facility for Monarch Education.

We intend for this letter to provide a brief introduction to our firm and to communicate our deep and serious interest in supporting Monarch Education, marrying the schools' budgets and cost expectations to a property and facility design in a way that meets the schools' expectations and our established underwriting parameters. We also intend to communicate our ability to finance the purchase and development of suitable properties in very short order—a point important to anyone considering selling a building or parcel for school use . . . not to mention an authorizer, the school board, and parents, all who want to see that the school will have a home for its students.

HighMark is a private, tax-paying firm that serves educational clients exclusively by providing 100% financing and turnkey development of school facilities. HighMark is wholly owned by the Stephens Capital Partners of Little Rock, Arkansas: http://www.stephens.com/private_equity.aspx. Stephens is one of the nation's largest private investment banks outside of Wall Street. HighMark is Stephens' exclusive educational facility developer. HighMark is not a broker or consultant or middleman of any type. We are a full-service, turnkey developer for charter school boards and private school operators fulfilling their facility needs with private capital. Our solution is not reliant on any federal programs, subsidies, contributions, or guarantees from philanthropic or civic entities.

Ours is a streamlined and affordable model enjoyed by schools in over a dozen states.

Since 2005, HighMark has developed nearly 70 charter school properties nationwide. I encourage your founders and anyone else interested to peruse our website: www.highmarkschools.com. There they can review our portfolio and see that we employ a well-seasoned, professional team prepared to undertake real estate and development transactions necessary to open school facilities. We know of no other firm working nationally that can locate, acquire, fund, build, and renovate facilities for educational use as rapidly and expertly as HighMark. I'm including our reference list for good measure. Please share it as you see fit.

Our investment partner, EPR Properties (NYSE: EPR; website: <http://www.eprkc.com>)—is a publicly-traded real estate investment trust (a REIT). Together, HighMark and EPR provide 100% of the development capital for highly-qualified school clients. EPR's Forms 10Q, 10K, and their other filings can be downloaded here: <http://www.sec.gov/edgar/searchedgar/webusers.htm>. The above-mentioned webpages and EPR's publicly-filed documents will attest to their financial wherewithal and our ability to close rapidly on a suitable property for renovation or new construction for use by students, staff, and community affiliated with the Consortium.

Billy, I've really enjoyed our conversations to date as you are working on your charter application. I look forward to continuing our dialogue and eventually working together. If I can provide any additional information, I'm happy to do so. Please call anytime.

Sincerely yours,

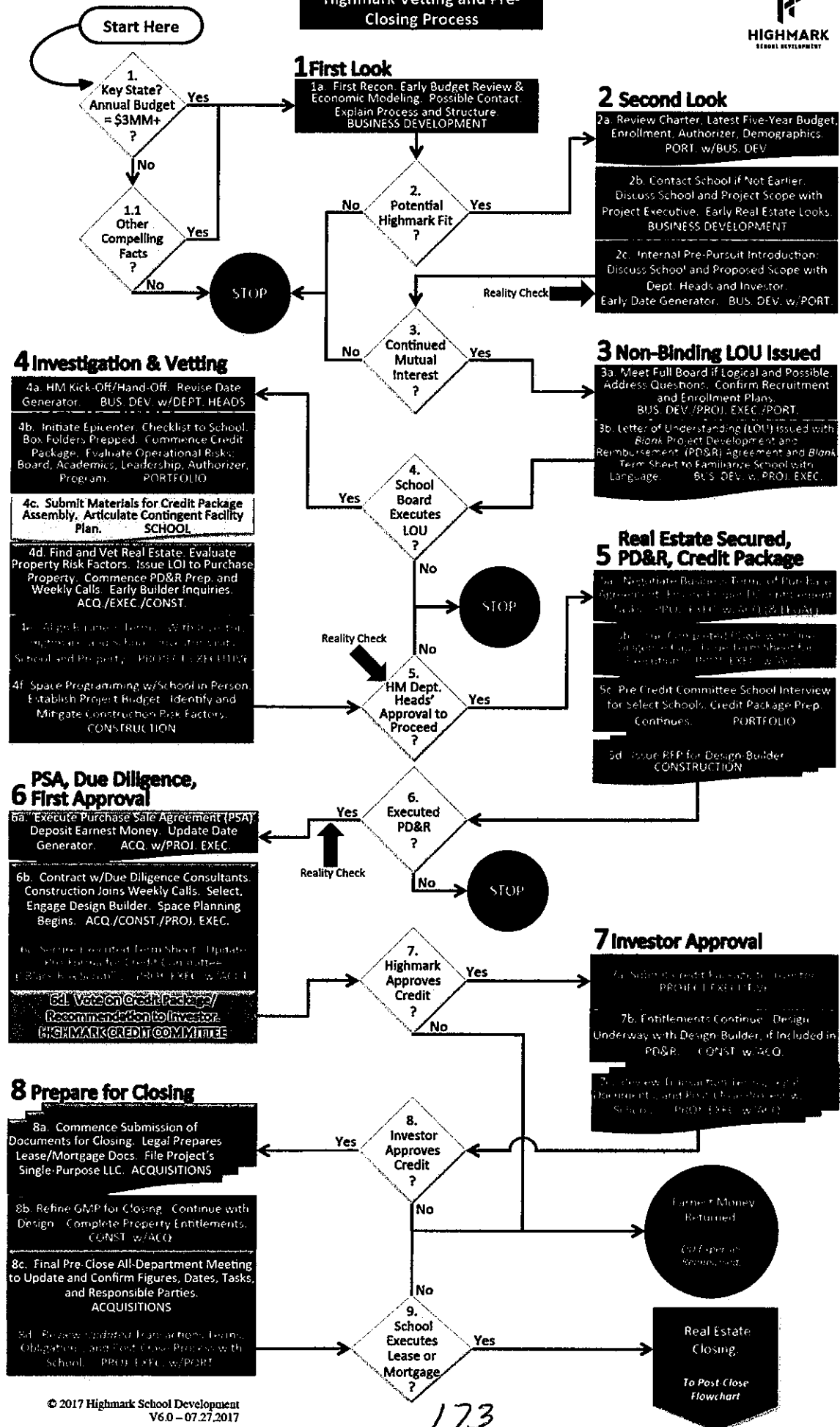
Melissa Provost

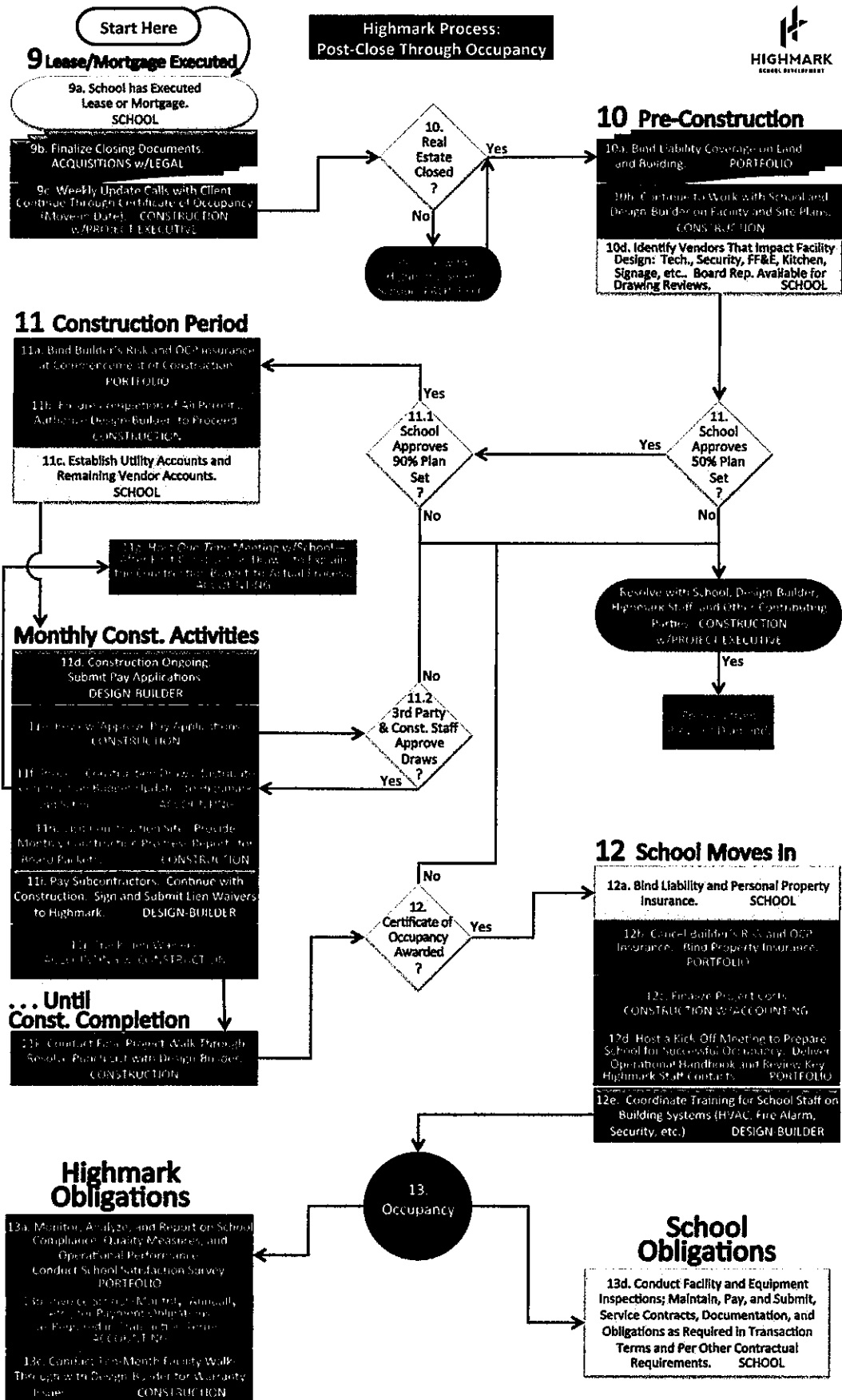
Melissa Provost

Manager of Business Development

Mobile: 407.970.9052; melissa@highmarkschools.com

Highmark Vetting and Pre-Closing Process







The Village United

324 East Ave D

Killeen, Texas 76541

(254) 892-8322

villageunited254@gmail.com

To Whom It May Concern:

The Village United is a collaboration of community leaders who seek to bring forth positive change in our environment by providing every member of our community with the resources necessary to be successful. This includes the life skills, business resources, evolutionary, educational tools and training opportunities that will allow them to compete in an ever-changing global economy. As the President of The Village United, I, Tavares Bethel support the mission and vision of Monarch Education. I fully believe it will be an asset to our community in Killeen, Texas. Contingent upon the approval of this charter school, The Village United intends to raise funds in the amount of \$10,000 to assist with funding during the start-up year. Should you need further information regarding this statement, please feel free to contact me at (785) 975-6322.

Tavares Bethel

President

The Village United

(785) 975-6322

villageunited254@gmail.com

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.

If applicant does not have 501(c)(3) determination letter at the time of application submission, include any documentation that proves an IRS Form 1023 has been submitted by December 4, 2017.

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 6, 2018, in order to be deemed an eligible entity and scheduled for an applicant capacity 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 24 2017**

MONARCH EDUCATION
C/O CAROLYN TURNER
704 W GEMINI LANE
KILLEEN, TX 76542-3364

Employer Identification Number:
82-1216451
DLN:
17053171313007
Contact Person:
RAMACHANDRAN MANOHAR ID# 31344
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
April 13, 2017
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.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

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.

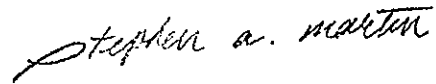
If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

MONARCH EDUCATION

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in cursive script that reads "Stephen A. Martin".

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.

All submitted forms to the state must be dated prior to December 4, 2017.

Corporations Section
P.O. Box 11047
Austin, Texas 78711-3697



Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

File Number:

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State 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 the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of:

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: 07/24/2015

Effective: 07/24/2015



Carlos H. Cascos
Carlos H. Cascos
Secretary of State

Phone: (512) 463-5555
Faxed by: Debbie Gaskin

1-time check as on the internet at <http://www.sos.state.tx.us>
Fax: (512) 463-5709
TDD: (512) 463-5709

Dial 7-1-1 for Relay Services
Document

Form 203 (Revised 05/11) Submit in duplicate to: Secretary of State P.O. Box 13697 Austin, TX 78711-3697 512-463-5555 FAX: 512-463-5709 Filing Fee: \$300	This space reserved for office use Certificate of Formation Professional Corporation
--	--

Article 1 – Entity Name and Type

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

The name must contain the word "corporation," "company," "incorporated," "limited," "professional corporation" or an abbreviation of one of these terms.

Article 2 – Registered Agent and Registered Office
(See instructions. Select and complete either A or B and complete C.)

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

OR

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

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

Street Address: City: State: Zip Code:

Article 3 – Directors

(A minimum of 1 director is required)

The number of directors constituting the initial board of directors and the names and addresses of the person or persons who are to serve as directors until the first annual meeting of shareholders' or until their successors are elected and qualified are as follows:

Director 1				
First Name	MI	Last Name	City	State

Corporations Section
P.O. Box 13697
Austin, Texas 78711-3697



Rolando B. Pablos
Secretary of State

Office of the Secretary of State

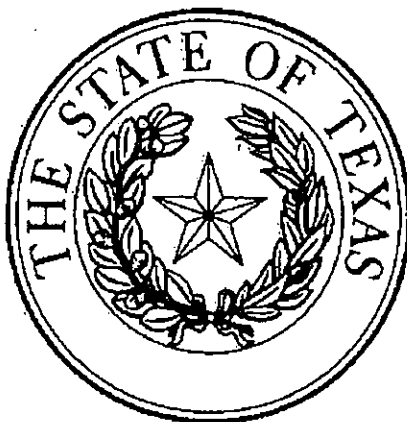
The undersigned, as Secretary of State of Texas, does hereby certify that the attached is a true and correct copy of each document on file in this office as described below:

Monarch Education
Filing Number: 802698048

Certificate of Formation

April 13, 2017

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on April 18, 2017.



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

Rolando B. Pablos
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
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Article 1 - Corporate Name

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

Monarch Education

Article 2 - Registered Agent and Registered Office

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

Business Filings Incorporated

OR

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

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

Street Address:

701 Brazos Street, Ste. 720 Austin TX 78701

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: **Carolyn Turner**

Title: **Director**

Address: **704 West Gemini Lane Killeen TX, USA 76542**

Director 2: **Amanda Brown**

Title: **Director**

Address: **704 West Gemini Lane Killeen TX, USA 76542**

Director 3: **Billy Brown**

Title: **Director**

Address: **704 West Gemini Lane Killeen TX, USA 76542**

Article 4 - Organization Structure

☐ A. The corporation will have members.

or

☒ B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

To open a charter school grades 5th to 8th.

Supplemental Provisions / Information

The corporation is organized for exclusively religious, charitable, educational

Provide the Following:

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

BY-LAWS
OF

Monarch Education
(A Not-For-Profit Corporation)

ARTICLE I. OFFICES

The office of the Corporation shall be located in the city and state designated in the Certificate of Incorporation. The Corporation may also maintain offices at such other places the State as the Board of Directors may from time to time approve for the Corporation if required.

ARTICLE II. MEMBERS

(Note: A Not-For-Profit Corporation may elect not to have members. Therefore, this Article and any references to Members in these By-Laws would be deleted if the Corporation so elects and the law of the state where this Not-For-Profit Corporation is incorporated so permits.)

1. The persons signing the Certificate of Incorporation as Incorporators shall be the first members of the Corporation, unless they shall have resigned as such members or unless membership shall otherwise have been terminated. Thereafter, the eligibility and qualifications for membership, and the manner of and admission into membership shall be prescribed by resolutions duly adopted by the Board of Directors of the Corporation or by such rules and regulations as may be prescribed by the Board of Directors. All such resolutions or rules and regulations relating to members adopted by the Board of Directors of the Corporation shall be affixed to the By-Laws of the Corporation, and shall be deemed to be a part thereof. Such resolutions or rules and regulations adopted by the Board of Directors may prescribe, with respect to all members, the amount and manner of imposing and collecting any initiation fees dues or other fees, assessments, fines and penalties, the manner of suspension or termination of membership, and for reinstatement of membership, and, except as may hereinafter otherwise be provided, the rights, liabilities and other incidents of membership.

The right or interest of a member shall not terminate except upon the happening of any of the following events: death, resignation, expulsion, expiration of a term of membership, dissolution or liquidation of the Corporation.

2. The Annual Meeting of Members of the Corporation shall be held on such date or dates as shall be fixed from time to time by the Board of Directors of the Corporation, or if not so fixed, as may be determined by the Chairperson, if any, of the Board of Directors. The first Annual Meeting shall be held on a date within twelve months after the formation of the Corporation. Each successive Annual Meeting shall be held on a date not more than twelve months following the preceding Annual Meeting. Special Meetings of members may be called by the President or a majority of the Board of Directors and held on such date or dates as may be fixed by the Board of Directors of the Corporation, the Chairperson of the Board of Directors or the Executive Director, if any, from time to time and by the members on such date or dates as shall be permitted by law.

(a) Any Annual or Special Meeting of Members may be held at such place within or without the State as the Board of Directors of the Corporation may from time to time fix. In the event the Board of Directors shall fail to fix such place or time, or in the event members are entitled to call or convene a Special Meeting in accordance with law, then, in such event, such meeting shall be held at the principal office of the Corporation in this State.

(b) Written notice stating the place, day and hour of the meeting shall be given for all meetings and unless it is an annual meeting, such notice shall state the person or persons calling the meeting. Notices of any special meeting shall also include the persons calling the meeting. Notice shall be given either personally or by first class mail not less than 10 days nor more than 50 days before the date of the meeting and if mailed by any other class of mail, it shall be given not less than thirty nor more than sixty days before the date of the meeting to each Member at his or her address as it appears on the records of the members of the Corporation, or if such Member shall have filed with the Secretary of the Corporation a written request that notices to be mailed to some other address, then such notice shall be directed to him or her at such other address. Whenever a Corporation shall have more than five hundred members, the notice may be served by publication, in lieu of mailing, in a newspaper published in the county in the state in which the principal office of the Corporation is located, once a week for three successive weeks next preceding the date of the meeting. If mailed, such notice is given when deposited with postage prepaid in a post office or other official depository under the exclusive jurisdiction of the United States Post Office. Whenever a meeting of Members is adjourned, it shall not be necessary to provide any notice of the time and place of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting so adjourned. In the event the Board of Directors fixes a new record date for an adjourned meeting, a new notice shall be given, in the same manner as herein provided. Notice of a meeting need not be given to any Member who submits a signed Waiver of Notice before or after the meeting. The attendance of any Member in person or by proxy at the meeting without protesting the lack of notice of a meeting prior to the conclusion of such meeting shall constitute a waiver of notice by such Member. Any notice of meeting to Members relating to the election of Directors, shall set forth any amendments to the By-Laws of the Corporation adopted by the Board of Directors, together with a concise statement of the changes made.

(c) A list or record of members entitled to vote at any meeting of members, certified by the transfer officer or officer responsible for its preparation shall be produced at any meeting members upon request therefor by any member who has given written notice to the Corporation, which request shall be made at least 10 days prior to such meeting. Such list or record shall be evidence of the right of the persons to vote at such meeting, and all persons who appear on such list or record to be members may vote at such meeting.

3. The order of business at the annual meeting of members shall be as follows:

- (a) Roll call.
- (b) Reading notice and proof of mailing.
- (c) Reading of the last preceding meeting.
- (d) Report of President.
- (e) Report of Secretary.
- (f) Report of Treasurer.
- (g) Election of Directors.

- (h) Report of Standing Committees.
- (i) Election of Directors
- (j) Old business.
- (k) New business.
- (l) Adjournment;

3. (a) Providing that in the absence of any objection, the presiding officer may vary the order of business at his or her discretion.

4. Every Member entitled to vote at a meeting of members or to express consent or dissent without a meeting, may authorize another person to act for him by proxy in all matters in which a member may participate. Every proxy shall be signed by the Member or his attorney-in-fact, and shall be revocable at the pleasure of the Member executing it, except as otherwise provided by law. No proxy shall be valid after the expiration of eleven months from the date thereof unless otherwise provided in the proxy.

5. The directors in advance of any meeting of Members may appoint one or more inspectors to act at any meeting or any adjournment thereof. If inspectors are not appointed, the presiding officer of the meeting may appoint inspectors. However, the Director or officer presiding need not appoint an inspector at any meeting of Members unless a Member entitled to vote thereat requests an appointment of such inspector. Each appointed inspector shall take and sign an oath faithfully to execute the duties of inspector with strict impartiality and according to the best of his ability. The inspectors shall determine the number of membership certificates or cards, the voting power of each, the number of memberships represented at the meeting, the existence of a quorum, and the validity and effect of proxies. The inspectors shall receive votes, ballots or consents, hear and determine all challenges and questions arising in connection with the right to vote, count and tabulate all votes, ballots or consents, determine the result and do such acts as are proper to conduct the election or vote with fairness to all Members. On the request of any person presiding or of any member entitled to vote thereat, the inspectors shall make a report in writing of all matters determined by them with respect to such meeting and execute a certificate of any fact found by them.

6. (a) A majority of the Members present in person or by proxy shall constitute a quorum for the transaction of business at a Members' meeting.

(b) A majority of the Members present or represented at such meeting may adjourn the meeting. When a quorum is present at any adjourned meeting, any business may be transacted which might have been transacted at the meeting as originally called.

(c) Each Member shall have one vote upon all questions presented for action at any meeting of the Members provided that holders of shares in this Corporation shall have as many votes as the number of shares held by them respectively.

7. The Board of Directors of the Corporation shall fix a record date for the purpose of determining Members entitled to notice of, to vote, to express consent or dissent from any proposal without a meeting, to determine Members entitled to receive distributions or allotment of rights, or for any other proper purpose. Such record date shall not be more than 50 days nor

less than 10 days prior to the date of such meeting or consent or the date on which any distribution or allotment of rights, as the case may be, is to be made. In the event no record date is fixed, the record date for the determination of Members entitled to vote at a meeting of Members shall be the close of business on the day next preceding the day on which notice is given, the day on which the meeting is held. The record date for determining Members for any propose other than that specified in the preceding sentence shall be the close of business on the day on which the resolution of Directors relating thereto is adopted. Establishment of a record date shall apply to any adjournment of any meeting, unless a new record date is fixed by the Board of Directors for such adjourned meeting.

8. The Board of Directors may cause to be issued certificates, cards or other instruments permitted by law evidencing membership in the Corporation. Membership certificates, cards or other instruments, if issued, shall bear the signatures or facsimile signatures of any officer or officers designated by the Board of Directors and may bear the seal of the Corporation or a facsimile thereof.

9. In the event any capital contribution shall be made or accepted pursuant to authorization conferred by the Certificate of Incorporation of the Corporation, each certificate evidencing such capital contribution shall conform to the law of the State of Incorporation.

10. The Corporation may levy initiation fees, dues, assessments and its voting and non-voting Members, however failure to pay such dues does not automatically terminate membership in the Corporation. The Corporation must give a member notice of any charges levied against him and an opportunity to respond to them before the Corporation may expel such member.

ARTICLE III. BOARD OF DIRECTORS

1. The Corporation shall be managed by its Board of Directors. Each director shall be at least 18 years of age. The initial Board of Directors shall consist of _____ persons. Thereafter, the number of Directors constituting the entire Board shall not be less than three. Subject to the foregoing, the number of Board of Directors may be fixed from time to time by action of the Members or of the Directors. The number of Directors may be increased or decreased by action of the Members or the Board of Directors, provided that any action by the Board of Directors to affect such increase or decrease shall require the vote of a majority of the entire Board of Directors. No decrease shall shorten the term of any Director then in office.

2. The first Board of Directors shall consist of those persons elected by the Incorporators or named as the initial Board of Directors in the Certificate of Incorporation of the Corporation, and they shall hold office until the first Annual Meeting of Members, and until their successors have been duly elected and qualify. Thereafter, Directors shall be elected to hold office until the expiration of the term for which he or she was elected, and until his or her successor has been duly elected and qualified, or until his prior death, resignation or removal.

3. (a) Any Director may be removed with or without cause by vote of the members of the Corporation. The Board of Directors may remove any director thereof for cause only, at any special meeting of the Board called for that purpose.

(b) A Director may resign from office at any time by delivering a written resignation to the Board of Directors. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Corporation. Acceptance of such resignation, unless required by the terms thereof, shall not be necessary to make it effective.

4. Newly-created directorships or vacancies in the Board of Directors may be filled by a vote of majority of the Board of Directors then in office, although less than a quorum, unless otherwise provided in the Certificate of Incorporation of the Corporation. Vacancies occurring by reason of the removal of directors without cause shall be filled by a vote of the members. A director elected to fill a vacancy caused by resignation, death, or removal shall be elected to hold office for the unexpired term of his predecessor.

5. (a) Meetings of the Board shall be held at any place within or without the State of Texas as the Board may from time to time fix or as shall be specified in the notice, or waiver of notice thereof. An annual meeting of the Board of Directors shall be held at such time and place as shall be fixed by the Board of Directors from time to time or by the person or persons calling the meeting.

(b) No notice shall be required for annual meetings of the Board of Directors for which the time and place have been fixed. Special meetings may be called by or at the direction of the Chairman of the Board, the President, or by a majority of the directors then in office.

(c) Notice of time and place of each special meeting of the Board of Directors shall be mailed to each Director, postage prepaid, addressed to him or her at his or her residence or usual place of business, or at such other address as he or she may have designated in a written request filed with the Secretary of the Corporation at least eight days before the day on which the meeting is to be held, provided, however that if such notice is for a special meeting requiring prompt action, such notice may be sent to him or her at such address by telegram or cablegram or facsimile transmission or by telephone, not less than forty-eight hours before the time at which such meeting is to be held. The requirement for furnishing notice of a meeting may be waived by any Director who signs a Waiver of Notice before or after the meeting or who attends the meeting without protesting the lack of notice to him or to her.

6. (a) Except as otherwise stated by law, the Certificate of Incorporation of this Corporation or these Bylaws, a majority of the Board of Directors shall constitute a quorum for the transaction of business or of any specified item of business. At any meeting held to remove one or more Directors a quorum shall consist of a majority of the Directors present at such meeting. Whenever a vacancy on the Board of Directors shall prevent a quorum from being present, then, in such event, the quorum shall consist of a majority of the members of the Board of Directors excluding the vacancy. A majority of the Directors present, whether or not a quorum is present, may adjourn a meeting to another time and place. Except as otherwise stated by law or these Bylaws, the vote of a majority of the Directors present at the time of vote, if a quorum is present at such time shall be the act of the Board.

(b) Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents

thereto by the members of the Board or committee shall be filed with the minutes of the proceedings of the Board or committee.

(c) Any one or more members of the Board or a committee thereof may participate in a meeting of the Board or committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

7. The Chairperson of the Board, if any, shall preside at all meetings of Members and of the Board of Directors. If there be no Chairperson or in his absence, the President shall preside and, if there be no President or in his absence, any other Director chosen by the Board, shall preside.

8. Whenever the Board of Directors shall consist of more than three persons, the Board of Directors may designate from their number, an executive committee and other standing committees. Such committees shall have such authority as the Board of Directors may delegate, except to the extent prohibited by law. In addition, the Board of Directors may establish special committees for any lawful purpose, which may have such powers as the Board of Directors may lawfully delegate.

ARTICLE IV. OFFICERS

1. The Board of Directors may elect or appoint a Chairperson of the Board of Directors, a President, one or more Vice-Presidents, a Secretary, a Treasurer, one or more Assistant Secretaries or Treasurers, or such other officers as the Board of Directors may from time to time appoint. One person may hold more than one office in the Corporation except that no one officer may hold the offices of President and Secretary.

2. Each officer shall hold office until the Annual Meeting of the Board of Directors, and until his successor has been duly elected and qualifies.

3. Any officer may be removed with or without cause by a vote of the majority of the Board of Directors.

4. The Chairperson shall preside at all meetings of the Members and the Board of Directors.

5. (a) The President shall be the chief executive officer of the Corporation, shall have general supervision of the affairs of the Corporation, and shall keep the Board of Directors fully informed about the activities of the Corporation. He or she shall have the power to sign alone, unless the Board of Directors shall specifically require an additional signature, in the name of the Corporation, all contracts authorized whether generally or specifically by the Board. He or she shall perform such other duties as shall from time to time be assigned to them by the Board of Directors.

(b) In the absence or disability of the President of the Corporation, the Vice-President or, if there be more than one, the Executive Vice-President shall perform all the duties of the President. The Vice-President shall perform such duties as may be prescribed by the Board of Directors from time to time.

(c) The Secretary shall attend all meetings of the members and the Board of Directors, and of the executive committee, and shall preserve in the books of the Corporation true minutes of the proceedings of all meetings. He or she shall safely keep in his or her custody the seal of the Corporation and shall have authority to affix it to all instruments where its use is required. He or she shall give all notices required by statute, by these Bylaws, or resolution and shall perform any other duties as may be delegated by the Board of Directors or by the executive committee.

(d) The Treasurer shall keep or cause to be kept full and accurate accounts of receipts and disbursements of the Corporation. He or she shall have the care and custody of all of the funds and securities of the Corporation, and shall deposit or cause to be deposited said funds in the name and to the credit of the Corporation in such bank accounts at such depositories as the Board of Directors may from time to time determine. He or she shall disburse funds of the Corporation as may be ordered by the Board, taking proper vouchers for the disbursements, and shall render to the president and directors at the annual meetings of the board, and whenever requested by them, an account of all treasurer transactions and of the financial condition of the Corporation. If required by the Board, he or she shall deliver to the President of the Corporation, and shall keep in force, a bond in form, amount and with a surety or securities satisfactory to the board, conditioned for faithful performance of the duties of the office, and for restoration to the Corporation in case of death, resignation, retirement or removal from office, of all books, papers, vouchers, money and property of whatever kind in the possession or control of the treasurer and belonging to the corporation. He or she shall, when duly authorized by the Board of Directors, sign and execute all contracts in the name of the Corporation when counter-signed by the President; sign checks, drafts, notes and orders for the payment of money, which shall have been duly authorized by the Board of Directors and counter-signed by the President.

(e) The Assistant Secretary, in the absence or disability of the Secretary, shall perform the duties and exercise the powers of the Secretary. The Assistant Treasurer, in the absence or disability of the Treasurer, shall perform the duties and exercise the powers of the Treasurer.

6. Any officer elected by the Board may be removed by the Board with or without cause; however, any officer elected by the Members or a class of Members, may be removed with or without cause, only by the vote of the Members or of the class of Members. The removal of any officer, with or without cause, shall be without prejudice to his or her contracts rights, if any.

ARTICLE V. BOARD OF ADVISORS

1. The Board of Directors may appoint, from time to time, any number of persons as advisors to the Corporation, to act either singly or as a committee or committees. Each such advisor shall hold office at the pleasure of the Board, and shall have such authority and obligations as the Board may from time to time determine.

2. No such advisor of the Corporation shall receive any salary, compensation or emolument for any service rendered to the Corporation, except that the Board of Directors may authorize reimbursement of expenditures reasonably incurred on behalf of activities for the benefit of the Corporation.

ARTICLE VI. MISCELLANEOUS

1. The Corporation shall keep at the principal office of the Corporation, complete and correct records and books of account of the Corporation, including a minute book, which shall contain a copy of the Corporation's Certificate of Incorporation, a copy of these Bylaws and all minutes of meeting of the Boards of Directors, or any committee thereof, of the Members, as well as a list or record containing the names and address of all members.
2. The corporate seal shall be in such form as the Board of Directors shall from time to time prescribe.
3. The fiscal year of the Corporation shall be fixed by the Board of Directors from time to time, subject to applicable law.
4. These Bylaws may be amended, altered, or repealed, and new Bylaws may be made, by the Members of the Corporation entitled to vote in the election of directors at a special meeting of the members called for the purpose of amending these Bylaws provided that any notice of such meeting include the proposed amendment, alteration or repeal of these Bylaws.

ARTICLE VII CONTRACTS, CHECKS, BANK ACCOUNTS AND INVESTMENTS

1. The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Corporation and shall determine who shall be authorized in the Corporation's behalf to sign bills, notes, receipts, acceptances, endorsements, checks, releases, contracts and documents.
2. The funds of the Corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, including stocks, bonds or other securities, as the Board of Directors may deem desirable

ARTICLE VIII. INDEMNIFICATION

The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testator or intestate was a director, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE IX. AMENDMENTS

These Bylaws may be amended by the affirmative vote of the Members of the Corporation at a meeting duly called for the purpose of amending these Bylaws, provided that notice of such proposed amendment has been included in the notice of such meeting.

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.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each Board Member individually provides their own personal response(s).

Name of Proposed Charter School:

Monarch Academy

Name of Sponsoring Entity:

Monarch Academy Education

BACKGROUND

Full Legal Name:

Brenda Joyce Adams

Home Mailing Address:

2704 Jasmine Lane Killeen, Texas 76549

Phone Number:

254-289-0105

E-mail Address:

[REDACTED]

Business Name:

Killeen ISD

Business Mailing Address:

PO Box 967 Killeen, Texas 76540

Business Phone Number:

254-336-2827

E-Mail Address:

brenda.adams@killeenisd.org

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:

church: Greater Vision Community Church Killeen, Tx

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

My motivation to be on the board is to be an active participant with the collective energy and actions of educators and community members who are destined to fulfill a vision of opening and sustaining a highly successful world class learning community for our youth.

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

The role of the public charter school is to be responsible and accountable to providing the structural governance for the Monarch Academy; insuring that all goals and objectives are addressed, monitored and met.

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've served as a founding member of a local church; I was the first treasurer of the Board of Trustees. I served in that capacity for four years.

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

I'm an educator of 40 years experience who's planning to retire this year. I've been a substitute, choir teacher(10yrs),district teacher evaluator(2yrs),asst. principal(2ys) and middle school principal for 23 years. Presently I'm the hearing officer for KISD. I've served as instructional leader for 2 schools dealing with staff hiring, planning/managing the budget,planning/evaluating programs,facilitating/maintaining the building as well as working with parents/community members. I'm an effective communicator/problem solver.

SCHOOL MISSION AND PROGRAM

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

The school's mission is to provide students and parents the opportunity to access and learn within a meaningful/relevant curriculum that exemplifies quality instructional delivery, innovative practices, community awareness/connections and emphasizes interpersonal skills.

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

The educational program encompasses learning through; multicultural studies, finance, agricultural studies, etiquette courses, character development and community building enrichment.

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

A successful school knows the students/staff and community strengths and areas of need. It's a place of learning focused on high levels of achievement, master level teaching practices, relevant curriculum and the physical, economic, academic and emotional needs of all students.

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

In order to know when we are successful we must establish goals and expectations that are measurable. We must establish baseline performance in all areas with realistic time lines and expected outcomes. We will collect/gather various sources of data and come to the table to brainstorm our unified approach and direction. This will require ongoing monitoring and adjusting all along the way. We must know what's working, what needs to be changed and what's not working.

GOVERNANCE

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

The board will oversee, monitor and maintain all the legal, fiscal and ethical requirements of its staff and volunteers. The board serves a critical responsibility of hiring, selecting board members and establishing committees to address specific needs/outcomes. We will also reach out to build and develop community partnerships in order to provide service learning experiences for our students.

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

It's imperative that during the 1st yr. we establish a detailed action plan for the entire school. This plan will guide all our decisions as a board. The plan will target goals, objectives, state requirements, performance standards and include responsible person(s) along with timelines.

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

After 4 years we will review/discuss our long term goals and accomplishments. We will study trends, patterns with an emphasis that highlights our longitudinal strengths and targeted areas of need. Again we must always reflect upon and return to the action plan to know that we accomplished what we set out to do with and for our students.

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

We can't be afraid or hesitant to have meaningful and sometimes difficult conversations within the board. We have to measure our successes and growth, monitor, modify and keep our focus on the "main thing" student learning and student success supported by an unconventional school approach. Every decision counts! We have to first develop the step by step action plan. That plan will guide our every step along the way to success.

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

It must be brought to the entire board according to state requirements/policies. The board must respond in a timely and effective manner to hear concerns and make the best decisions that will address and rectify the concern immediately.

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.

I know and work with Dr. Lendy Jones who is also a board member.

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.

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.

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.

None

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.

10. 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 the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. 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.

12. 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, Brenda Adams, 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

Brenda Adams

Date

11-17-17

Verification

State of Texas

County of Bell

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

Subscribed and sworn to before 17 day of November, 2017.

(Notary Public)

Jerome E. Blackman

(Seal)

My commission expires Nov 1, 2018

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

BACKGROUND

Full Legal Name: Tavares Karani Bethel

Home Mailing Address: 2708 Coal Oil Dr, Killeen, Texas 76542

Phone Number: 785-375-6322

E-mail Address: [REDACTED]

Business Name: The Village United

Business Mailing Address: 2708 Coal Oil Dr, Killeen, Texas 76549

Business Phone Number: 785-375-6322

E-Mail Address: [REDACTED]

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: The Village United

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

Having been offered an opportunity to assist my community is truly an honor. There is nothing more important than the education of our youth. The team at Monarch Education have an educational model that I believe will transform our community. The leaders have the appropriate mix of life and institutional experience that will lead to the development of model citizens.

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

Strategic and fiduciary oversight of the institution. We will assist in guiding the institution and ensuring that the most qualified leader is selected to head the administrative function. We will also hold the staff accountable for achieving the academic goals that are set for this institution.

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 never served on a school board, however, as a member of the Armed Forces I had the distinct pleasure of serving as the Senior Instructor at the Eighth United States Army Wightman Noncommissioned Officer Academy. During my tenure as a leader we were awarded the Academy of Excellence Award. I also served a critical role in the establishment of the School of the Soldier which was designed to help young men and women increase their aptitude to serve in positions of greater responsibility.

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

I will bring 18 years of military training as well as a focus in planning and development. I am certified in Resilience from the University of Pennsylvania and will be able to be a stabilizing force in every facet of the development of Monarch Academy.

SCHOOL MISSION AND PROGRAM

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

Monarch Academy mission is to bridge the education gap that exist in our community. The school's goals is to create community change by shaping young men and women into productive citizens of our community through a innovated curriculum.

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

To provide the highest quality education and social support to students in grades 5th-12th. To provide cutting edge activities to ensure that students are developed with balance.

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

Successful Schools require:

1. Engaged leaders who communicate effectively throughout the total spectrum from Superiors to students.
2. A environment that encourages parental accountability and fosters student support.
3. Clearly defined goals and educational expectations.
4. A keen understanding that every individual is different and that learning must be centered on the students

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

Success can be quantified by many metrics but for comparison we can assess success for children from the 5th-12th grade by performance on standardized testing. We can also measure based on adherence to discipline standards and the amount of parents that participate in school events.

GOVERNANCE

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

The board will provide strategic and institutional oversight. The Board is responsible for the Head of School who will guide the implementation of the Boards directives.

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

I would quantify success in year one as an enrollment of 80% or higher of the school's capacity. Retaining 85% of the students that are indigenous to the city while retaining over 90% of the transient students brought to the area through Military contact. Performing 40% higher than the district average in all subject areas as the district received failing marks in the last four reporting periods.

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

We could be considered successful at the end of four years if we maintained the target population as previously stated. If the waiting list exceeds maximum enrollment by double the capacity. 85% of retention of students and successful test results.

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

The Board can support the success of the school by establishing a positive image and creating partnerships in the community with the stakeholders of the community. Provide the Head of School with their sphere of influence and support them in the execution of their duties.

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?

adherence to the bylaws set forth in the schools charter will ensure that we create an environment that is healthy and ethically sound. We must be disciplined and in strict accordance to the law with regards to documenting and reporting violations of the standards of conduct. All such occurrences will be recorded in the meeting minutes.

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.

I know JoAnn Foster. She is the Director of Civic Engagement for the Village United

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.

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.

New Day Horizons, LLC
The Village United

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.

None

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.

10. 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.

11. 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.

12. 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, Tavares K. Bethel, 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

Tavares K. Bethel

Date

22 Nov 17

Verification

State of

Texas

County of

Bell

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

Subscribed and sworn to before

22nd

day of

November

2017

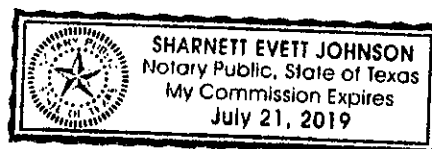
(Notary Public)

Sharnett E. Johnson

(Seal)

My commission expires

21 July 2019



Name of Proposed Charter School:

Monarch Academy

Name of Sponsoring Entity:

Monarch Education

BACKGROUND

Full Legal Name:

Laura Lee Harris

Home Mailing Address:

912 Hackberry Street copperas Cove, Texas 76522

Phone Number:

254-681-4852

E-mail Address:

Business Name:

N/A

Business Mailing Address:

N/A

Business Phone Number:

N/A

E-Mail Address:

N/A

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:

Pink Warrior Angels 2015-2017

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

I feel strongly that a school choice is needed in this community. I'd like to be a part of a school which promotes & encourages higher level learning with strong community bonding.

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

to communicate to the public the school's mission and values. To ensure that student and staff needs are met.

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.

While I have not served on any school board, I have served on the board for a non-profit and I have 10+ years of education experience.

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

I have been a certified teacher since 2006 and received my school counselor certificate in summer 2017. I am a long time resident of the area. I am a strong communicator that fully understands the needs of local students in our community.

SCHOOL MISSION AND PROGRAM

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

The mission is to bring a higher level/expectation of learning to the community with the belief that providing challenge, community activity and interpersonal skills will bring out the very best of the students enrolled.

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

It is a student, centered, community based program designed to encourage higher level thinking and community involvement.

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

Students are engaged and happy to be learning, staff is motivated and feels valued, community is actively involved in school activities and functions.

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

Students will develop their capacity for learning at higher levels. Community support will strengthen and become evident in community activity. Students will demonstrate academic success and pride in their school and community.

GOVERNANCE

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

Govern Monarch Academy, maintain legal/ethical accountability, oversee operations and finance, participate in staff selection.

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

The school will have found and worked out any issues not predicted prior to opening. Students are excited to return the next year. Staff is engaged and experiencing satisfaction in their roles.

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

Students consistently demonstrate success on standard academic markers (STAAR, ACT, SAT, grades, etc.). Families indicate a desire to not only enroll students but also to volunteer and be a part of the school community, local business, community support and embrace the school.

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

Hire highly qualified staff, provide exceptional tools for staff and students (technology, books, access), build positive relationships within and outside the school.

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 the issue with the board member privately. I would support the board member in coming forward to the rest of the board so that further action, if necessary, can be taken.

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.

Co-worker of Lendy Jones and Brenda Adams. Lendy was also my counselor mentor during my coounselor intern year.

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.

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.

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.

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.

10. 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 the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. 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.

12. 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, Laura Harris, 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

Laura Harris

Date 11-20-17

Verification

State of Texas

County of Coryell

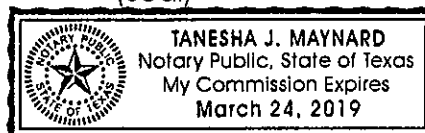
On this day, Laura Lee Harris (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 20 day of November, 2017.

(Notary Public) Tanesha J. Maynard

My commission expires Mar 24 2019

(Seal)



Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

BACKGROUND

Full Legal Name: JoAnn Foster

Home Mailing Address: 2208 Jake Drive

Phone Number: (254) 458-4595

E-mail Address: [REDACTED]

Business Name: The Village Cooperative

Business Mailing Address: P.O. Box 1553 Killeen, TX 76541

Business Phone Number: (254) 892-8322

E-Mail Address: [REDACTED]

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: [REDACTED]

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

There is a need for a more well-rounded curriculum when educating our children, one that will better prepare them for the future. As a parent, I understand the importance of a quality education so I wanted to assist the founders of Monarch Academy in any way that would benefit them. I have been attending their information meetings and my interest has steadily grown.

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

The role of a public charter school board member includes attending all board and committee meetings, being informed about all aspects of the organization, reviewing agendas and supporting materials prior to board and committee meetings, serving on committee or task forces, following conflict of interest and confidentiality policies, making a personal financial contribution to the organization, informing others about the organization and suggesting possible nominees to the board.

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 am the Director of Civic Engagement for The Village United. I bring issues that will have an impact on our community to forefront by being informed, then informing others. I was also the Volunteer Coordinator for Heart4Houston, in which several organizations in the central Texas area joined together to collect and deliver food, clothing, water and personal hygiene items to victims of Hurricane Harvey. With the help of our volunteers, we collected and organized enough donations to fill three 6-foot trailers.

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

Prior to my retirement from the military, I served as a Human Resources Senior Manager where I proofread memorandums and Soldier evaluation reports. I maintained and updated human resource records for Soldiers, as well as trained others on the specific privacy aspects of the process. I was also responsible for proofreading and editing the charter document for our organization.

SCHOOL MISSION AND PROGRAM

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

The mission of this charter school is to foster change in the education of our children by building students who have a deep connection with their communities. At the same time, the goal is to have the academic and social strength to compete in highly-selective post-secondary institutions.

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

The school's educational program will provide high-quality educational and social support services to students in grades 5-8 who are looking for a school of choice.

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

I believe a successful school requires that children be taught in an environment where they can be mentally, physically and socially nurtured. A key element in a nurturing setting is a strong relationship between students and educators. The educator must take the lead in forging this relationship by being an attentive and assertive leader. A successful school must also encourage parent involvement at every possible opportunity.

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

The success of a school can be measured against goals set in specific areas such areas as attendance, student and staff retention rates, student achievement, rate of violence and grade level progression. It is vital that the school have a means to determine its successes and the ability to pinpoint the areas in which it needs to improve.

GOVERNANCE

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

The board will provide strategic and fiduciary oversight of the institution. The Board has one direct reporting employee (the Principal) who will implement operational efforts to achieve the mission.

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

Success in year one will include: 1) enrolling 80% or higher of the school's capacity 2) retaining 90+ percent of students 3) a minimum 1.3 years of learning in the core subjects of math, reading and writing as measured by nationally normed standardized test scores 4) a minimum of 5 hours of non-school learning per week as documented by online instructional applications.

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

At four year mark, success will be 1) maintaining an 80+ percent retention rate of students for four years, 2) generating a waiting list of at least two times the number of seats available in the school 3) having an annual learning growth rate of 1.3 years for each of the four years 4) having a minimum of 5 hours of weekly non-school learning during the school year and 75 hours of non-school learning documented in each of the four summers.

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

The charter school board will need to 1) actively promote the benefits of a charter school to the community 2) establish partnerships with businesses and agencies in the community that are willing to support the goals of the school and 3) create clear and measurable goals for the Principal.

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?

The bylaws provide for procedures governing the removal of a trustee and for evaluating and elevating perceived unethical/illegal practices. I would bring the issue to the board, then document the discussion and resolution in the minutes-including votes on the member's removal.

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.

I work with Tavares Bethel at The Village Cooperative. He is also a member of the school board.

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.

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.

The Village Cooperative/The Village United, Bell County Coalition of Black Democrats, NAACP

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.

None

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.

10. 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.

11. 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.

12. 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, JoAnn Foster, 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

JoAnn Foster

Date 11/18/2017

Verification

State of Texas

County of Bell

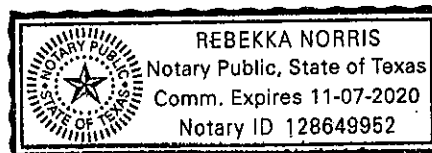
On this day, Joann Foster (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 18th day of November, 2017.

(Notary Public) Rebekka Norris

(Seal)

My commission expires 11/07/2020



Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

BACKGROUND

Full Legal Name: Lendy Lee Jones

Home Mailing Address: 375 Trails End Drive Killeen, Texas 76543

Phone Number: (254)-371-1356

E-mail Address: [REDACTED]

Business Name: PI Educational, Counseling & Enrichment Services, PLLC

Business Mailing Address: 1519 Florence Road Suite 23

Business Phone Number: (254)-432-7197

E-Mail Address: lendy.jones@pieces-llc.org

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: [REDACTED]

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

My experience of more than 25 years as a professional educator has influenced my desire to contribute to the success of a new school in our community. The need for our students to become productive members of society is prevalent and it is important that the educational systems embrace methods that will positively impact all students. Monarch Academy's vision for closing the gap using innovative strategies to address the needs of the "whole child" is just what our community needs. I would like to use my resources to contribute to its success.

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

A public charter school board members are responsible for ensuring that the school adheres to all applicable requirements of state educational programs. They serve as the governance for the school in all areas of operations and finance.

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'm currently a board member for the 5 Pearlz of Hope Foundation, a non-profit organization that provides scholarships, training, and other educational opportunities to youth in the Central Texas area. As an educator, I've served as a member of the District Employee Advocacy Committee and as a member of the Campus Site-Based Decision Making committee.

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

Monarch Academy will begin with students in grades 5th-8th. I have expert knowledge in the developmental and educational needs of middle school students: self-regulation and mathematics achievement, promoting STEM education, comprehensive developmental guidance programs, implementing social emotional learning programs, positive behavior support initiatives, career and college readiness.

SCHOOL MISSION AND PROGRAM

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

To develop students so that they become productive, knowledgeable, and responsible citizens by providing them with a global education through a rigorous and innovated curriculum. The students will embrace the real-world equipped with college and career readiness skills.

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

To provide an alternative, world class education that incorporates interpersonal skills with an academically rigorous curriculum that enhances students' potential for success.

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

- Belief that all students are capable of learning.
- A staff that collaboratively works together as well as with all stakeholders to create a school culture promoting student growth.
- Establishes high expectations through a rigorous academic and enriching social emotional curriculum that exceeds the standards.

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

Establish benchmarks for measuring student growth using instruments that demonstrate the effectiveness of the programs/policies in place. The instrument would measure the academic and social emotional growth of the students as well as the progress being made toward the overall goals of the school.

GOVERNANCE

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

The board will oversee the operations and maintain the legal and ethical accountability of the staff of the school. The board will receive reports from the CEO/CFO/Superintendent regarding all aspects of the institution's finance and operations.

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

By examining the progress towards established goals. For example, the number of students enrolled and percentage committed to returning for the next school year; individual/group scores on standardized measures as compared to scores from previous assessments. Individual/group measures on other standards such as discipline reports, community engagement, and after school programs. Survey results from students, parents, staff and community members.

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

At least and 85% retention of students. Waiting list with at least twice the number of seats available. Exceeding the standards on all measures to include academic and social emotional learning.

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

Promote the school within the community and invite agencies and businesses to establish partnerships. Assist with the creation of clear and measurable outcomes for the Head of School.

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 adhere to the established by-laws/protocol to report my concerns.

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.

Former middle school counselor for Mr. Bethel's children. Ms. Daley attended the same middle school. My spouse and Mr. Wilkerson were former co-workers. I work in same district with Ms. Adams and Ms. Harris.

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.

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.

PI Educational, Counseling & Enrichment Services, PLLC-(PIECES)

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.

I do not have any previous experience with charter schools.

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.

10. 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 the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. 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.

12. 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, Lendy Lee Jones, 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

Lendy Lee Jones

Date

11-14-2017

Verification

State of Tx

County of Bell

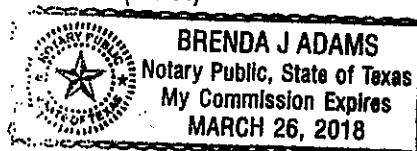
On this day, ¹⁴ (Nov. 14) Lendy Jones (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 14 day of November, 2017.

(Notary Public) Brenda J. Adams

My commission expires March 26, 2018

(Seal)



Name of Proposed Charter School:

Monarch Academy

Name of Sponsoring Entity:

Monarch Education

BACKGROUND

Full Legal Name:

Claudia Brown

Home Mailing Address:

2502 Waterfall Drive; Killeen, Texas 76542

Phone Number:

254-526-0870

E-mail Address:

Business Name:

N/A

Business Mailing Address:

N/A

Business Phone Number:

N/A

E-Mail Address:

N/A

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 am a retired Maryland State Public School Principal who values school choice and improved public education.

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

We are to support the goals of the charter school by offering our expertise as experienced professionals.

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.

My masters degree is in Planning and Administration. I served as a Baltimore City Public School teacher, assistant principal, Education planner, assistant principal and principal. I also served the State of Maryland as a welfare, housing, psychiatric and medical social worker. After retirement as a principal, I served the State of Maryland as a licence commissioner.

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

Management of staff and resources are skills I mastered as an administrator. Problem solving skills were also gained through professional employment and education.

SCHOOL MISSION AND PROGRAM

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

The Monarch Academy intends to bridge the gap in education accomplishments that currently exist in our community. It will provide an alternative, world class education that emphasizes interpersonal skills that often get overlooked in traditional school settings.. The mission and goals developed by the school's CEO's are geared to molding young men and women into productive, intelligent, and responsible citizens of our community through an innovative and rigorous curriculum.

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

The curriculum will include along with basic curriculum subjects, multicultural studies, finance, agriculture and, etiquette courses.

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

to me a successful school has an inviting learning environment that fosters individual success for all students, and that is inclusive of all elements of the community for support.

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.

We know of these individuals because we met at initial meetings regarding the Monarch Academy, or we knew through seeing them in the community at various times and places.

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.

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.

None

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.

None

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.

10. 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.

11. 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.

12. 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, Claudia L. Brown 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

Claudia L. Brown Date 10/26/17

Verification

State of

TX

County of

Bell

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

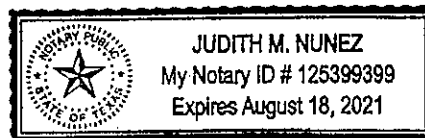
Subscribed and sworn to before 26th day of Oct, 2017.

(Notary Public)

Judith M. Nunez
August 18, 2021

(Seal)

My commission expires



Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

BACKGROUND

Full Legal Name: Sharna Sharee Claudette Daley

Home Mailing Address: 3001 Rain Dance Loop, Harker Heights, Texas 76548

Phone Number: (254) 541-5084

E-mail Address: sharnadalel@myunt.edu

Business Name:

Business Mailing Address:

Business 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 am a firm believer that education is a vital foundation in creating a stable society, which impacts all social systems, family, economy, etc. Education is a powerful tool to changing the trajectory of a individual or a family. America in general and even in Killeen, some student groups are lagging behind academically. I am excited at the prospect of support a sound academic program that is able to address some of these needs one student at a time.

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

The charter school board member will:

1. Participate in writing school policies. 2. Approve and have over-site of the budget. 3. Assist in raising funds. 4. Ensure rigorous academic standards based TEA standards. 5. Evaluate and provide support for the superintendent. 6. Produce a culture of academic excellence.

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 worked on a board with a faith-based organization and understand the responsibilities and the demands of being a board member.

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

I earned a Bachelor of Arts in Psychology from University of North Texas and a Master of Science in Counseling at Southern Methodist University (SMU). Since my high school years, I have worked with children and adolescents within daycares, church events, high school tutoring programs and family centers. During undergraduate studies, I had the opportunity to be a research assistant for the Psychology department. I went on to become the chapter president of Mortor Board National Senior Honor Society for her university.

SCHOOL MISSION AND PROGRAM

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

The vision of Monarch Education is to give students and parents the opportunity to access a curriculum that not only offers a world class education, but that also emphasizes interpersonal skills. Monarch Education intends to offer an authentic learner-centered atmosphere - putting the child at the center of their own education and understanding- to the community of Killeen, Texas.

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

Monarch Academy education program would have certified teachers that will promote a rigorous and challenging curriculum. The program would also include extended learning opportunities including after school programming.

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

1. Graduation rates of at least 95%. 2. Standardized test scores above State level. 3. Low dropout rate. 4. Low levels of disruptive inappropriate student behavior; 5. High levels of student retention. 6. Low levels of teacher turnover. Staff, student, parent cohesiveness.

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

Test scores and overall accountability rating, staff turnover rate, student retention rate, student discipline rate, parent level of complaints.

GOVERNANCE

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

Hold regular meetings to review the school's: 1) Academic progress; 2) Finances; 3) Administration; 4) Enrollment; 5) Successes; 6) Challenges; 7) Needs. Provide support to the administration. Be an advocate for the school in the community. Assess the performance of the administration. Be a representative of the school that is accountable to the community it serves and to the State of Texas.

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

The school would be successful if we have improved attendance, state test scores, parent engagement, student engagement and community engagement.

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

The will be successful if the rate of graduation of the 8th graders in 12th grade is 95% or above. The school will be successful if it meets the accountability requirements.

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 manage its shared responsibility and accountability requirements, meeting Local, State and Federal compliance.

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 initially discuss it with the full board and if not resolved appropriately, I would report it to TEA.

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.

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.

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.

None

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

I worked briefly at Transformative Charter Academy as a tutor and an administrative assistant.

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.

10. 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 the sponsoring entity or of the governing body of the charter school?

☐ Yes ☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. 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.

12. 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, Sharna Daley, 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

[Signature]

Date

11/29/17

Verification

State of

Texas

County of

Bell

On this day, Sharna Daley (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

29th

day of

November

20 17.

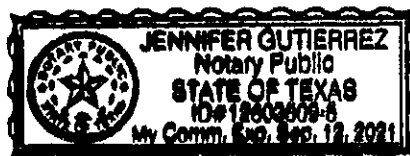
(Notary Public)

[Signature]

(Seal)

My commission expires

9.12.21



Provide the Following:

- I. The governing board's proposed Code of Ethics; and
- II. The governing board's proposed Conflict of Interest policy.
- III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Monarch Education Conflict of Interest Policy

Article I – Purpose

1. The purpose of this conflict of interest policy is to protect Monarch Education's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Monarch Education or might result in a possible excess benefit transaction.
2. 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 in any entity with which Monarch Education has a transaction or agreement,
 - b. A compensation arrangement with Monarch Education or with any entity or individual with which Monarch Education has a transaction or arrangement or,
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Monarch Education is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict exists.

Article III- Procedures

1. Duty to Disclose- In connection with any actual or possible conflict of interest, and interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the director and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict 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 exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation or speak at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and 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 Monarch Education 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 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 Monarch Education's best interest, for its own benefit, and 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 and after making further investigation as warranted by circumstances, the governing board or committee determines the member has failed to disclose and actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV-Record of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V- Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from Monarch Education for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Monarch Education for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Monarch Education, 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 that Monarch Education 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

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.

This policy is based on the IRS Sample Conflict of Interest Policy.

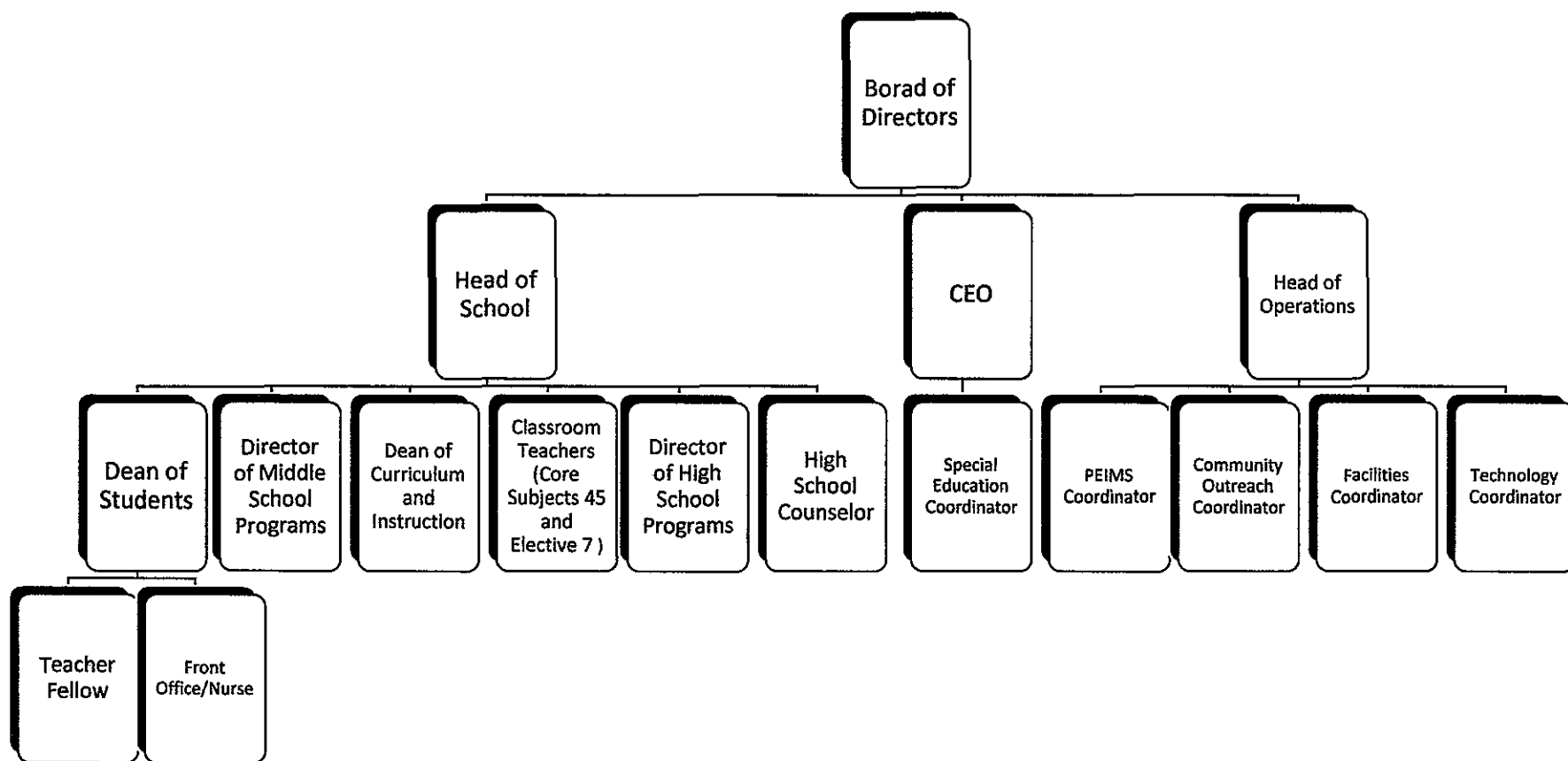
Provide the Following:

Organizational charts that show the school governance, management, and staffing structure. An applicant must submit separate organizational charts for 'year one' and 'at-capacity.' If the organizational structure is not projected to change during the initial contract period; an applicant must indicate this somewhere on the chart provided.

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.

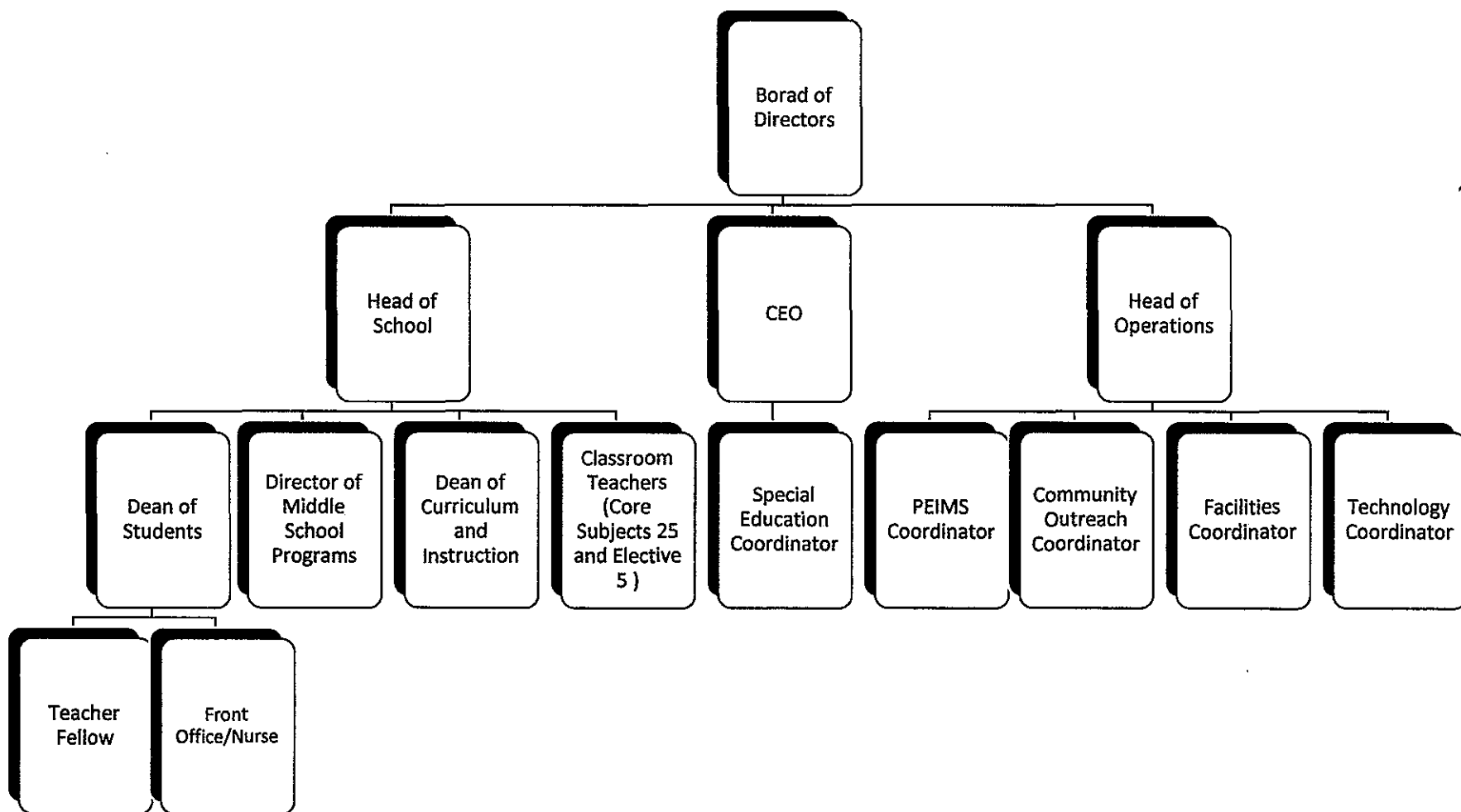
All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

Monarch Academy
Organizational Chart
Year Five- At Capacity



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**Monarch Academy
Organizational Chart
Year One**



OH

Provide the Following:

A staffing chart outlining the staffing plan for the campus(es), as applicable.

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, the staffing chart must include staffing projections for each year during the initial contract period (Years 1-5).

The staffing chart should also align with the Organizational Charts(*Attachment O1*) and the Supplemental Human Resources Information Forms (*Attachment O3*) and should identify, but not limited to, the following positions:

1. Principal(s) and Assistant Principal(s)
2. Additional Campus Leadership
3. Classroom Teachers (core subjects)
4. Classroom Teachers (specials)
5. Student Support (e.g. social workers)
6. Specialized Campus Staff
7. Teacher Aide(s) and Assistant(s)
8. Campus Operations Support Staff
9. PEIMS

Adjust or add functions and titles as needed.

Name of Proposed Charter School:

Monarch Academy

Name of Sponsoring Entity:

Monarch Education

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
HIGH SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal(s)					
Deans					
Director of High School Programs		1	1	1	1
High School Counselor				1	1
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)		3	6	10	10
Classroom Teachers (Specials)		2	2	2	2
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		1	2	2	2
Campus Operations Support Staff					
Total FTEs at high school campus(es)		7	11	16	16
Total organization FTEs	45.5	52.5	60	70	76

Comments:

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Dean of Curriculum and Instruction

Reports to: Head of School

Salary Range: 55,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree in an educational field
Master's degree in an educational field preferred

Experience Required: 2+ years of leadership in education

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	Not Available
Holland ISD	014905	Holland	701	81,656
Florence ISD	246902	Florence	1,205	77,450

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Dean of Curriculum and Instruction

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Enlisting teachers that best suit Monarch Academy's structure and standards
2. Provides evaluations of the teachers' performance throughout the year
3. Assists in creating degree plans that provide students with the highest quality education
4. Presides over the execution of the curriculum and instruction
5. Manage academic operations to continue to meet and exceed state standards
6. Create a positive rapport and provide a friendly environment with the students
7. Provide weekly feedback on lesson plans created by the teachers
8. Create curriculum maps to reach academic achievement goals
9. Establish and maintain a professional relationship with teachers and staff members
10. Other educational duties as needed

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Dean of Students

Reports to: Head of School

Salary Range: 50,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: 1-2 years in education

Certification Required: Administration certification preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	66,458
Holland ISD	014905	Holland	701	78,873
Florence ISD	246902	Florence	1,205	75,620

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Dean of Students

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Establish and maintain professional relationships with students and their families
2. Discuss behavioral, academic, and suspension issues with parents and students
3. Assists in developing methods for behavior intervention
4. Have high expectations for student's capabilities regardless of their background
5. Encourage and inform parents on the importance of their involvement in the student's education
6. Enforce student discipline fairly and consistently and maintain dress code
7. Update and manage the annual school safety report
8. Oversee and facilitate academic and student support services
9. Inform teachers on classroom management techniques
10. Works with the principal to implement a safe and creative school environment

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Director of High School Programs

Reports to: Head of School

Salary Range: 52,000-57,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: 3+ years of experience in education

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	Not Available
Holland ISD	014905	Holland	701	81,656
Florence ISD	246902	Florence	1,205	77,450

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Director of High School Programs

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Manage and maintain student admissions, transfers, and enrollment records
2. Create a plan to promote parent engagement in the student's education
3. Enforce discipline procedures and make sure that teachers are acting in accordance
4. Ensure day-to-day operations involving students are sustained
5. Collaborate with the high school counselor to ensure students are on the right track to graduate
6. Promote student success
7. Collaborate with Dean of Students to ensure that student support services are effective
8. Create a line of communication for the parents and teachers at the high school level
9. Communicate with the parents after disciplinary action has been taken
10. Work with community coordinator to facilitate and develop community projects

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Director of Middle School Programs

Reports to: Head of School

Salary Range: 52,000-57,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: 3+ years of experience in education

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	Not Available
Holland ISD	014905	Holland	701	81,656
Florence ISD	246902	Florence	1,205	77,450

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Director of Middle School Programs

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Promote student success
2. Ensure day-to-day operations involving students are sustained
3. Manage and maintain student admissions, transfers, and enrollment records
4. Create a line of communication for the parents and teachers at the middle school level
5. Collaborate with Dean of Students to ensure that student support services are effective
6. Enforce discipline procedures and make sure that teachers are acting in accordance
7. Create a plan to promote parent engagement in the student's education
8. Communicate with the parents after disciplinary action has been taken
9. Work with community coordinator to facilitate and develop community projects
10. Work with counselor and H.S. director to ensure alignment of middle and high school curriculum

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Facilities Coordinator

Reports to: Head of Operations

Salary Range: 10.00 hourly

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: High school diploma

Experience Required: Janitorial and maintenance experience required

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	21,823
Holland ISD	014905	Holland	701	26,354
Florence ISD	246902	Florence	1,205	24,588

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Facilities Coordinator

Reports to: Head of Operations

Job Duties: List up to 10 key duties this individual will perform.

1. Set up and breakdown rooms as required per administration
2. Tend to cleaning, repairs, and maintenance of facilities within ones capabilities
3. Interact with students in a professional manner
4. Inform appropriate staff of any maintenance
5. Schedules and maintenance repairs as necessary
6. Ensure campus security and safety for students and all school employess
7. Execute ongoing maintenance checks of building systems
8. Other tasks as delegated by the Head of Operations
- 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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Front Office Clerk/Nurse

Reports to: Dean of Students

Salary Range: 20,000-22,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: High school diploma

Experience Required: 1+ years of front office experience preferred

Certification Required: CNA or CMA preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	48,970
Holland ISD	014905	Holland	701	50,000
Florence ISD	246902	Florence	1,205	42,315

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Front Office Clerk/Nurse

Reports to: Dean of Students

Job Duties: List up to 10 key duties this individual will perform.

1. Answering phone calls for Monarch Academy
2. Providing general emails in response to inquiries within a timely manner
3. Greeting parents, students, and visitors
4. Provide check-in services for parents and visitors as stated in the guidelines
5. Handle student tardiness and file any attendance documentation for the PEIMS coordinator
6. Provide basic medical care to students
7. Assign proper medications that the parents have provided consent for
8. Get in contact with parents in an efficient manner regarding serious illnesses
9. Ensure health-related protocols and guidelines are being followed
10. Update all immunization documents and student medical records

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Head of Operations and Finances

Reports to: School Board

Salary Range: 80,000-90,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen, Bell County

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's in BA, finance, or economics

Experience Required: 2+ years

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	58,180
Holland ISD	014905	Holland	701	Not Available
Florence ISD	246902	Florence	1,025	73,440

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Head of School

Reports to: School Board

Salary Range: 80,000-90,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen, Bell County

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree in an educational field preferred

Experience Required: 2+ years in education

Certification Required: Principal certification preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	75,271
Holland ISD	014905	Holland	701	75,271
Florence ISD	246902	Florence	1,025	88,703

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Head of School

Reports to: School Board

Job Duties: List up to 10 key duties this individual will perform.

1. Hires all instructional staff and administration
2. Frequently observes and evaluates all school employees
3. Creates and implements campus-wide standards for student discipline and behavior
4. Set and maintain goals for student achievement
5. Oversees departmental and educational school progress
6. Thoroughly manage all campus departmental operations
7. Administer high expectations for the faculty and students to maintain a safe environment
8. Developmentally assist teachers and encourage continuous growth as a professional
9. Properly communicates with the community, school board, and parents of the students
10. Preside over reporting accurately and efficiently to TEA

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. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Bartlett ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett"/>	<input type="text" value="374"/>	<input type="text" value="57,000"/>
<input type="text" value="Holland ISD"/>	<input type="text" value="014905"/>	<input type="text" value="Holland"/>	<input type="text" value="701"/>	<input type="text" value="75,350"/>
<input type="text" value="Florence ISD"/>	<input type="text" value="246902"/>	<input type="text" value="Florence"/>	<input type="text" value="1,205"/>	<input type="text" value="60,406"/>

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: High School Counselor

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Help students to achieve the highest academic levels that they can
2. Meeting with students during their Senior year and informing the parents on their academic status
3. Working with students who are displaying behavior, academic, and attendance issues
4. Guiding students through college applications as needed and informing them on requirements
5. Analyze the progress of students and update student records in a timely manner
6. Prepare students for possible career opportunities that interest them and the steps to get there
7. Encourage students to discuss academic or social concerns in or outside of school
8. Abide by state laws and standards
9. Refer students to outside psychiatrists or doctors as needed
10. Take necessary steps to begin process of authority involvement when necessary (i.e. abuse)

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: PEIMS Coordinator/Registrar

Reports to: Head of Operations

Salary Range: 45,000-49,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Bachelor's degree in accounting preferred

Experience Required: PEIMS knowledge required

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	25,194
Holland ISD	014905	Holland	701	25,194
Florence ISD	246902	Florence	1,205	36,064

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: PEIMS Coordinator/Registrar

Reports to: Head of Operations

Job Duties: List up to 10 key duties this individual will perform.

1. Organize and manage data to maintain accurate records
2. Knowledge of state education laws as stated in the PEIMS Data
3. Ensures compliance in student programs and records with the state
4. Collects all data required for PEIMS submissions to maintain compliance with standards
5. Submits properly formatted PEIMS material in an efficient and timely manner
6. Ensures accurate submission of all student forms and records
7. Maintains accurate submission of student attendance
8. Organize all PEIMS data utilizing the PEIMS data standards
9. Coach staff on all areas of data collection for SPED and ELL students
10. Create and share data reports with Board of Directors, Superintendent, and TEAS

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. If none, please state N/A.

Proposed Location (City and County): Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required: Experience Required: Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="San Antonio ISD"/>	<input type="text" value="015907"/>	<input type="text" value="San Antonio"/>	<input type="text" value="53,069"/>	<input type="text" value="29,145"/>
<input type="text" value="Cypress-Fairbanks ISD"/>	<input type="text" value="101907"/>	<input type="text" value="Houston"/>	<input type="text" value="53,693"/>	<input type="text" value="23,182"/>
<input type="text" value="Denton ISD"/>	<input type="text" value="061901"/>	<input type="text" value="Denton"/>	<input type="text" value="27,296"/>	<input type="text" value="24,531"/>

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Secretary/Receptionist

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Manage inquiries via phone calls, in person, or by email for the administrative staff
2. Assists PEIMS coordinator as needed
3. Perform administrative duties as needed by the Superintendent and Head of School
4. Assist with front office tasks when available
5. Create and maintain schedules for the Head of School and Superintendent
6. Maintain a system of file organization
- 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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Special Education Coordinator

Reports to: CEO

Salary Range: 45,000-50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree preferred

Experience Required: 1+ year in special education environment

Certification Required: Special education certified

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	64,149
Holland ISD	014905	Holland	701	64,149
Florence ISD	246902	Florence	1,205	70,416

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Special Education Coordinator

Reports to: CEO

Job Duties: List up to 10 key duties this individual will perform.

1. Supervise SPED teachers
2. Creates and manages detailed records of every SPED student
3. Organize and maintain SPED program
4. Review student files in order to ensure compliance with state and federal laws
5. Create and maintain detailed records for each student
6. Guarantee that all required accomodations and services are provided acquiescently
7. Creates a line of communication between parents and teachers
8. Create and manage policies that are compliant with state and federal law
9. Work with the PEIMS coordinator to submit accurate SPED student data to TEA
10. Resolves all disputes in relation to SPED

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Teachers- Regular

Reports to: Head of School

Salary Range: 40,000-50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Bachelor's degree in Education preferred

Experience Required: Preferred, but not required

Certification Required: Teaching certificate preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	48,692
Holland ISD	014905	Holland	701	47,161
Florence ISD	246902	Florence	1,205	42,679

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Teachers-Specialty

Reports to: Head of School

Salary Range: 40,000-50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: N/A

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	48,692
Holland ISD	014905	Holland	701	47,161
Florence ISD	246902	Florence	1,205	42,679

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Teachers-Specialty

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Consistently informs parents, students, and necessary faculty to the student's academic progress
2. Diminish the education gap amongst the students' knowledge and capabilities
3. Prepare students to reach their maximum potential in academic endeavors
4. Ensures a safe environment is present and propitious to learning
5. Promote community involvement through volunteering, donating, and acceptance of others
6. Demonstrate lesson planning that helps to create a well-rounded student
7. Attends all required staff meetings
8. Displays continued interest in growth and development as a professional
9. Provides a welcoming atmosphere that will engage the students
- 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. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Bartlett ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett"/>	<input type="text" value="374"/>	<input type="text" value="48,692"/>
<input type="text" value="Holland ISD"/>	<input type="text" value="014905"/>	<input type="text" value="Holland"/>	<input type="text" value="701"/>	<input type="text" value="47,161"/>
<input type="text" value="Florence ISD"/>	<input type="text" value="246902"/>	<input type="text" value="Florence"/>	<input type="text" value="1,205"/>	<input type="text" value="42,679"/>

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Teacher-SPED

Reports to: SPED Coordinator

Job Duties: List up to 10 key duties this individual will perform.

1. Provides instruction and content that meets each of the students' learning needs
2. Prepare students to reach their maximum potential in academic endeavors
3. Attend any meetings required by the school and state
4. Continue to grow professionally and developmentally
5. Provide accommodations for General Education teachers to ensure student success
6. Consistently informs parents, students, and necessary faculty to the student's academic progress
7. Diminish the education gap amongst the students' knowledge and capabilities
8. Create lessons to be adaptable to the student's learning styles and needs
9. Ensures a safe environment is present and propitious to learning
10. Prepare each student to participate in the STARR test to their highest capabilities

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. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Bartlett ISD"/>	<input type="text" value="014902"/>	<input type="text" value="Bartlett"/>	<input type="text" value="374"/>	<input type="text" value="26,939"/>
<input type="text" value="Holland ISD"/>	<input type="text" value="014905"/>	<input type="text" value="Holland"/>	<input type="text" value="701"/>	<input type="text" value="17,133"/>
<input type="text" value="Florence ISD"/>	<input type="text" value="246902"/>	<input type="text" value="Florence"/>	<input type="text" value="1,205"/>	<input type="text" value="22,889"/>

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Tech Coordinator

Reports to: Head of Operations

Salary Range: 25,000-27,100

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Associates degree required
Technology degree preferred

Experience Required: 1+ year working with technology

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	21,823
Holland ISD	014905	Holland	701	26,354
Florence ISD	246902	Florence	1,205	24,588

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Tech Coordinator

Reports to: Head of Operations

Job Duties: List up to 10 key duties this individual will perform.

1. Train appropriate staff members on any new developments in technology updates
2. Assist employees with IT issues in a timely manner
3. Manage any technology projects available
4. Creating and managing protocols across departments and projects
5. Maintain information technology systems and networks
6. Install the appropriate software necessary
7. Maintain necessary licenses and upgrades
8. Implementing and directing the use of of technology within the curriculum
9. Response to staff that are in need of technology support
10. Communicate with outside source for the purpose of technology updates

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: Monarch Academy

Name of sponsoring entity: Monarch Education

Position: Community Outreach Coordinator

Reports to: Head of School

Salary Range: 22,500-49,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Killeen (Bell County)

Number of Students anticipated in year one: 500 In year five: 750

Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: Successful project management experience preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Bartlett ISD	014902	Bartlett	374	Not Available
Holland ISD	014905	Holland	701	Not Available
Florence ISD	246902	Florence	1,205	Not Available

Name of Proposed Charter School: Monarch Academy

Name of Sponsoring Entity: Monarch Education

Position: Community Outreach Coordinator

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Facilitate and organize school events, such as speaker series and open houses
2. Work with the Head of Operations to ensure that there are funds allotted for the event
3. Creating outreach plans and assuring that outreach efforts are done efficiently
4. Outreach to community leaders for planned events
5. Outreach to community services for events such as volunteering and donation opportunities
6. Attend city counseling meetings
7. Liaison between families and community services as needed
8. Outreach to community to inform about Monarch Academy events and involvements
9. Work with Killeen Chamber of Commerce for community advertisement
10. Other duties as delegated by HOS and HOP

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.

Applicants must indicate below which documented instances of misconduct/disciplinary action will NOT be grounds for denial of enrollment. In other words, check all boxes that will not exclude an individual from enrolling as a student at the proposed charter school. I.e. checking box [Abuse of Volatile Chemical] means that a student with that particular documented history of misconduct WILL be eligible to enroll as a student with the proposed charter school.

Check all that Apply

<input type="checkbox"/>	Abuse Of A Volatile Chemical - TEC §37.006(a)(2)(E) [PEIMS Code 06]
<input type="checkbox"/>	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer - TEC § 37.007(d) [PEIMS Code 29]
<input type="checkbox"/>	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer - TEC §37.007(a)(2)(A) [PEIMS Code 30]
<input type="checkbox"/>	Aggravated Kidnapping - TEC §37.007(a)(2)(E) [PEIMS Code 19]
<input type="checkbox"/>	Aggravated Robbery - TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680) [PEIMS Code 46]
<input type="checkbox"/>	Arson - TEC §37.007(a)(2)(B) [PEIMS Code 16]
<input type="checkbox"/>	Assault Under Penal Code §22.01(a)(1) Against a school district employee or volunteer TEC §37.007(b)(2)(c) [PEIMS Code 27]
<input type="checkbox"/>	Assault Under Penal Code §22.01(a)(1) Against someone other than a school district employee or volunteer TEC §37.006(A)(2)(b) [PEIMS Code 28]
<input type="checkbox"/>	Based on Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School - Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC §37.006(c), TEC §37.007(b)(4), and TEC §37.0081 [PEIMS Code 9]
<input type="checkbox"/>	Based on Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School - Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC §37.006(d) and TEC §37.007(b)(4) [PEIMS Code 10]
<input type="checkbox"/>	Breach of Computer Security - TEC §37.007(a)(5) (HB1224) [PEIMS Code 58]
<input type="checkbox"/>	Brought a Firearm to School - TEC §37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 - TEC §37.007(a)(1) [PEIMS Code 11]
<input type="checkbox"/>	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC §37.007(a)(1) [PEIMS Code 14]
<input type="checkbox"/>	Conduct Punishable As A Felony - TEC §37.006(a)(2)(A) [PEIMS Code 02]
<input type="checkbox"/>	Continuos Sexual Abuse of Young Child or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property - TEC §37.007(a)(2)(I) [PEIMS Code 57]
<input type="checkbox"/>	Criminal Mischief - TEC §37.007(f) [PEIMS Code 22]
<input type="checkbox"/>	Criminally Negligent Homicide - TEC §37.007(a)(2)(H) [PEIMS Code 48]
<input type="checkbox"/>	Emergency Placement/Expulsion - TEC §37.019 [PEIMS Code 23]
<input type="checkbox"/>	Engages in Deadly Conduct - TEC §37.007(b)(3) [PEIMS Code 49]
<input type="checkbox"/>	False Alarm/False Report - TEC §37.006(a)(1) and TEC §37.007(b) [PEIMS Code 35]
<input type="checkbox"/>	Felony Alcohol Violation - TEC §37.007(a)(3) [PEIMS Code 37]
<input type="checkbox"/>	Felony Controlled Substance Violation - TEC §37.007(a)(3) [PEIMS Code 36]
<input type="checkbox"/>	Fighting/Mutual Combat - Excludes all offenses under Penal Code §22.01 [PEIMS Code 41]

Check all that Apply

<input type="checkbox"/>	Indecency With A Child - TEC §37.007(a)(2)(D) [PEIMS Code 18]
<input type="checkbox"/>	Manslaughter - TEC §37.007(a)(2)(G) [PEIMS Code 47]
<input type="checkbox"/>	Murder, Capital Murder, Criminal Attempt To Commit Murder, Or Capital Murder - TEC §37.007(a)(2)(C) [PEIMS Code 17]
<input type="checkbox"/>	Permanent Removal By A Teacher From Class(Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) - TEC §37.002(b) [PEIMS Code 1]
<input type="checkbox"/>	Possessed, Purchased, Used, Or Accepted a Cigarette or Tobacco Product as defined in the Health and Safety Code, §3.01, Chapter 161.25 [PEIMS Code 33]
<input type="checkbox"/>	Possessed, Sold, Used, Or Was Under the Influence of An Alcoholic Beverage - TEC §37.006(a)(2)(D) and §37.007(b) [PEIMS Code 5]
<input type="checkbox"/>	Possessed, Sold, Used, Or Was Under the Influence of Marijuana Or Other Controlled Substance - TEC §37.006(a)(2)(C) and §37.007(b) [PEIMS Code 4]
<input type="checkbox"/>	Public Lewdness Or Indecent Exposure - TEC §37.006(a)(2)(F) [PEIMS Code 7]
<input type="checkbox"/>	Retaliation Against School Employee - TEC §37.006(b) and §37.007(d) [PEIMS Code 8]
<input type="checkbox"/>	School-Related Gang Violence Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01 [PEIMS Code 34]
<input type="checkbox"/>	Serious Misbehavior, as identified by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP) - TEC §37.007(c) defines "serious misbehavior" as: (1) <i>deliberate violent behavior that a direct threat to the health or safety of others</i> ; (2) <i>extortion, meaning the gaining of money or other property by force or threat</i> ; (3) <i>conduct that constitutes coercion, as defined by Section 1.07, Penal Code</i> ; or (4) <i>conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a) (1), Penal Code of a student or district employee.</i> [PEIMS Code 59]
<input type="checkbox"/>	Sexual Assault Under Penal Code §22.011 or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer - TEC §37.007(d) [PEIMS Code 31]
<input type="checkbox"/>	Sexual Assault Under Penal Code §22.011 or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer - TEC §37.007(a)(2)(A) [PEIMS Code 32]
<input type="checkbox"/>	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 55]
<input type="checkbox"/>	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code of Criminal Procedure And Is Not Under Court Supervision - TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 56]
<input type="checkbox"/>	Terroristic Threat - TEC §37.006(a)(1) or §37.007(b) [PEIMS Code 26]
<input type="checkbox"/>	Unlawful Carrying of a Club under Penal Code 46.02 - TEC §37.007(a)(1) [PEIMS Code 13]
<input type="checkbox"/>	Unlawful Carrying of an Illegal Knife under Penal Code 46.02 - TEC §37.007(a)(1) (Illegal knife - blade longer than 5.5 inches) [PEIMS Code 12]
<input type="checkbox"/>	Violation Of Student Code Of Conduct Not Included Under TEC §37.002(b), §37.006, or §37.007 (does not include student code of conduct violations covered in reason codes 33 and 34) [PEIMS Code 21]

GENERATION 23

OPEN ENROLLMENT CHARTER APPLICATION

SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Three
Special Assurances Document

Sponsoring Entity: Monarch Education

Proposed Charter School Name: Monarch Academy

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

JKB 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.

JKB 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

JKB 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

JKB 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

JKB 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

JKB 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

JKB 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:

Monarch Education

Proposed Charter School Name: Monarch Academy

VII. Admission and Enrollment

JKB 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.

JKB 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.

JKB 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.

JKB The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

JKB 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 is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. 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. Public Meeting(s)

JKB The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

JKB The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

JKB 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.

Sponsoring Entity:

Monarch Education

Proposed Charter School Name: Monarch Academy

JKB 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).

JKB 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).

X. Ready to Open Check-List

JKB The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

JKB The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

JKB The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

JKB The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

JKB The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

JKB 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.

Sponsoring Entity: Monarch Education

Proposed Charter School Name: Monarch Academy

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.

Tavares K. Bethel

Printed Name of Sponsoring Entity Board Chair

Tavares K. Bethel

Signature of Sponsoring Entity Board Chair

22 Nov 17

Date