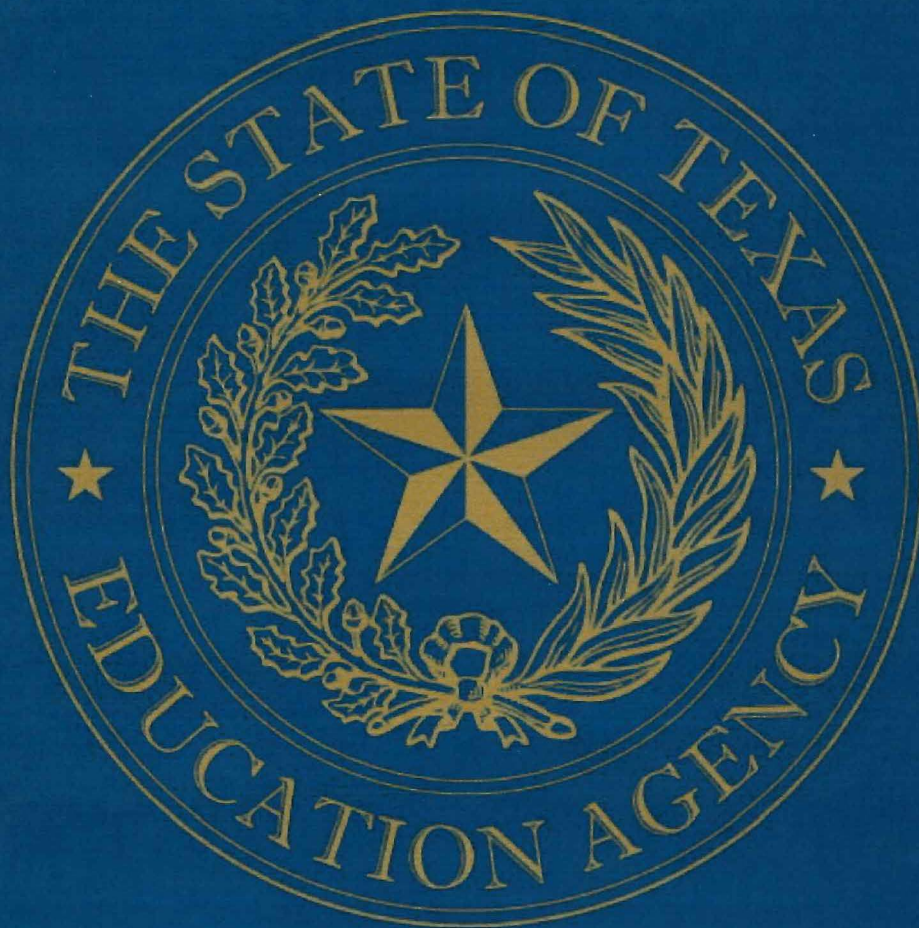


GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: Royal Public Schools

Sponsoring Entity: The Royal School System

RFA: 701-19-113

SAS: 566-19

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Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write “yes” to indicate that each section has been included in the Application Package.

Sections	Required Elements	Complete (yes/no)
Applicant Checklist	Applicant Checklist	YES
Applicant Cover Sheet	Applicant Cover Sheet	YES
School Overview	Executive Summary	YES
	Targeted Community and Anticipated Student Population <ul style="list-style-type: none"> Geographic Boundaries Enrollment Projections Demographic Projections 	YES
	Community Engagement	YES
School Design	Mission, Vision, and Overview of School Design	YES
	Curriculum and Instruction	YES
	Strategies for Assessment of Learning and Data-Driven Instruction	YES
	Supports for Special Populations	YES
	School Culture and Safety	YES
	Promotion and Graduation Requirements	YES
	Family and Community Engagement	YES
Leadership and Governance	Board Structure and Qualifications	YES
	Proposed Superintendent Qualifications	YES
	Proposed Instructional Leadership Team	YES
	Proposed Financial and Operations Leadership Teams	YES
	Performance Management	YES
Talent Management and Development	Talent Management	YES
	Professional Development and Evaluation	YES
	Retention	YES
Operational and Financial Plans	School Calendar and Schedule	YES
	Student Recruitment and Enrollment	YES
	Facility Acquisition <ul style="list-style-type: none"> Facility Identified 	YES ST NO

Sections	Required Elements	Complete (yes/no)
Operational and Financial Plans	<ul style="list-style-type: none"> Facility Not Identified 	YES
	Transportation	YES
	Start-up Plan	YES
	Financial planning	YES
Attachments	Attachment 1: Articles of Incorporation	YES
	Attachment 2: 501(c)(3) Determination Letter	YES
	Attachment 3: Applicant Information Session Documentation	YES
	Attachment 4: Evidence of Community Demand	YES
	Attachment 5: Certified Mail Receipt Cards	YES
	Attachment 6: Published Notice(s) of Public Meetings	YES
	Attachment 7: Sample Course Scope and Sequence	YES
	Attachment 8: Proposed Discipline Policy	YES
	Attachment 9: Evidence of Community Support	YES
	Attachment 10: Bylaws	YES
	Attachment 11: Code of Ethics and Conflict of Interest Policy	YES
	Attachment 12: Board Member Résumés and Biographical Affidavits	YES
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	YES
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	YES
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	YES
	Attachment 16: Job Description or Qualifications for Superintendent	YES
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	YES
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	YES
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	YES
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	YES

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	YES
	Attachment 22: Staffing Chart	YES
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	YES
	Attachment 24: Teacher Evaluation Tool(s)	YES
	Attachment 25: Proposed School Calendar (Annual)	YES
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	YES
	Attachment 27: Proposed Admissions and Enrollment Policy	YES
	Attachment 28: Certificate of Occupancy for Facility	NO
	Attachment 29: Evidence that Facility Has Been Secured	NO
	Attachment 30: Detailed Start-Up Plan	YES
	Attachment 31: Financial Plan Workbook	YES
	Attachment 32: Budget Narrative	YES
	Attachment 33: Evidence of Other Financial Support	YES
	Attachment 34: Audit Report	YES
	Attachment 35: Credit Report	YES
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	YES
	Attachment 37: Plan for Insurance Coverage	YES
Special Assurances	Special Assurances	YES
CMO Addendum	CMO Addendum (if applicable)	NO

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Royal Public Schools	
NAME OF SPONSORING ENTITY	
The Royal School System	
The sponsoring entity is a:	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.
2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?
 Yes* ☐ No ☒ If yes, identify the CMO: _____

* If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Soner Tarim	Soner Tarim	Dr. Kenneth Pascal
Mailing address	503 Ogden Trail Sugar Land, TX 77479	503 Ogden Trail Sugar Land, TX 77479	3620 Timberside Circle Dr. Houston, TX 77025
Email address	sonertarim@gmail.com	Same	careermentors@yahoo.com
Phone number	832-641-5588	Same	832-338-8248

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	K-2
Number of students served in Year 1	288
Grade levels served at capacity	K-12
Number of students served at capacity	2,328
Number of campuses requested	4
Number of districts within geographic boundary	23

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

Address of Proposed Administrative Offices (if different from above):
700 N. St. Mary's Street #875 San Antonio, TX 78205
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:
Our proposed target area is the south side of San Antonio and specifically south of the I-10 freeway that is located within Bexar County.

III. GOVERNANCE/LEADERSHIP

Number of Board Members	5
Chairperson of the Governing Board	Dr. Kenneth Pascal
Chief Executive Officer of the Sponsoring Entity	Dr. Soner Tarim
Superintendent of Proposed Charter School	Dr. Soner Tarim
Board Member Who Attended Applicant Conference	Mrs. Nancy J. Li

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. (Add additional rows as needed.)

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Soner Tarim, Ph.D.	CEO, Royal School System	Chief Executive Officer
Stephanie Griffiths, M.Ed.	Sp. Ed. Coordinator, Harmony Public Schools	Special Program Coordinator

John Mehmet Subas, M.Ed.	Chief Academic Officer, Royal Public Schools	Principal
Blaine Helwig	Education Consultant	Consultant/Advisor
Ben Gomez	CPA- Auditor, Gomez & Co.	Financial Advisor/ CPA
Susan Houser	Chief Knowledge Officer, AIM Education in Partners	Advisor, Special Education

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.


Name of individual or organization	Was this individual/organization paid?	
George W. Brackenridge Foundation	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Attachments

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

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 Texas Education Code §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-Five Open-Enrollment Charter Application Instructions document.

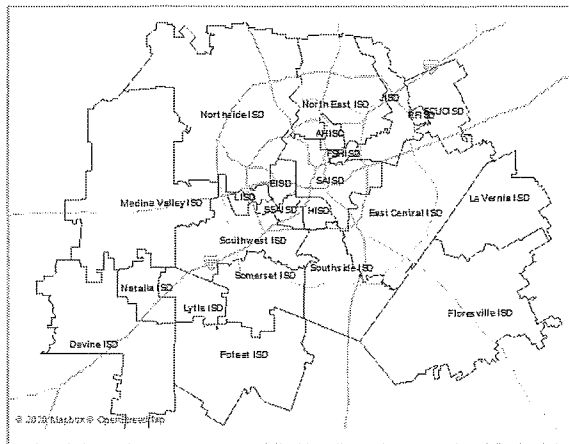
 Signature of Chief Executive Officer of Sponsoring Entity (Blue Ink)	1/21/2020 Date	SOWER TARIM Printed Name
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School Overview

Executive Summary

The mission of Royal Public Schools is to spark our students' natural curiosity and love of learning and to provide them with the knowledge and skills they need to lead successful and fulfilling lives. We seek to establish a school where each student is seen as a unique person with their own unique interests and talents, and children's dignity and welfare are paramount. We believe our innovative STREAMS-360 delivery approach will not only close but flip the achievement gap and that our world-class STEM component will give our students the skills they need to thrive in the 21st century.

We respectfully request approval to place a four-campus feeder pattern in south central San Antonio in the Southside ISD, Harlandale ISD, and South San Antonio ISD with attendance zone



depicted in gray in the map. The student population in that area is over 80% economically disadvantaged, 70% at-risk, and 22% English Language Learners. There are seven F-rated schools in the area and another 18 within five miles.

Our founding team is led by Dr. Soner Tarim the founder and former CEO of Harmony schools, famous for its STEM program, academic value-add, intensive extracurriculars, and award-winning work with low-income students.

Royal Public Schools represents Dr. Tarim's next generation model. This model, STREAMS-360, is a whole child approach to education that integrates Science, Technology, Reading, Engineering, Arts, Math, and Social Emotional Learning through project-based learning. It is distinguished by its use of the Deming Cycle of constant improvement and the Royal Block, 90-minutes per day in which education is personalized to the needs of each individual student.

We are committed to (1) rigorous curriculum and instruction, (2) assessment and academic progress monitoring, (3) addressing the needs of special populations, (4) highly effective teacher development, (5) social and emotional learning, (6) college, career and military readiness, (7) extracurricular activities and enrichment, (8) parent engagement, and (9) classroom management through clear protocols and procedures.

We believe these components—combined with a school culture focused on mutual respect, kindness, high expectations, and leadership presence—will enable our students to achieve at the highest levels.

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years?

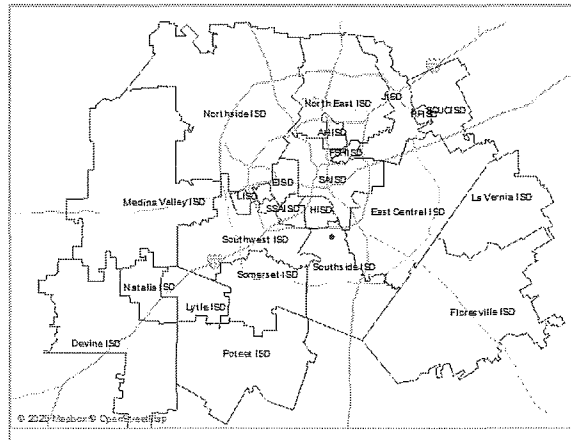
Yes ☒

No ☐

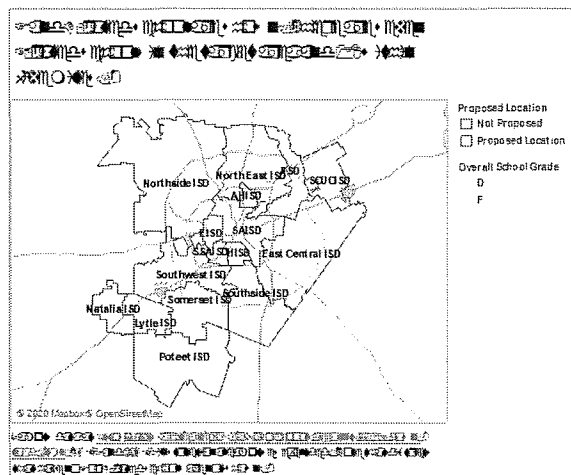
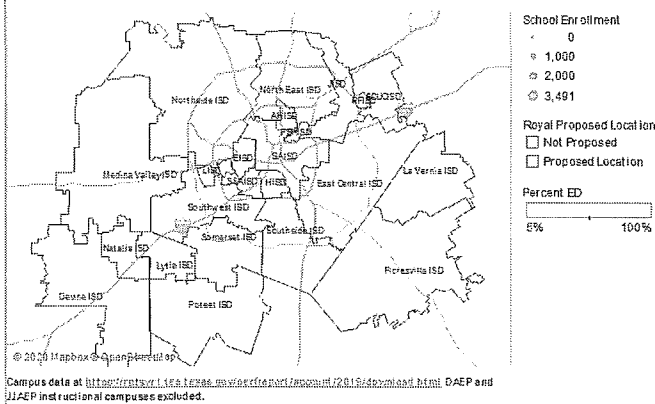
By checking yes, applicant must cite clear and specific evidence to support this claim.

Our Proposed Location

We propose to locate our four-campus feeder pattern in south central San Antonio. Because San Antonio is broken up into many small school districts, we include three in the target area for our campus sites: Southside ISD, Harlandale ISD, and South San Antonio ISD, shown in green. Our proposed geographic boundary/attendance zone is shown in gray. We plan to open our first school in Southside ISD inside the attendance boundaries of Julian C. Gallardo Elementary, indicated with a red dot on the map to the right, which has been rated F/Unacceptable for the last two years. The students in our target area are predominantly economically disadvantaged and educationally underserved.



Our target area has a high proportion of Economically Disadvantaged students.



Ability to Serve this Community

We chose this area at the behest of the community and because our model is well-suited to a low-income, underserved student population. As described in the Curriculum & Instruction section, our model is designed to accommodate students entering at any level of academic preparation,

with special needs, and with low English proficiency because we identify individual learning gaps and close them quickly. Moreover, we have designed our model to start with only grades K, 1, and 2 and grow by a grade level per year until we reach 12th grade. This means that most of our students will not have had time to fall too far below grade level before they arrive. Finally, our integrated social emotional learning (SEL) component will provide students with mechanisms to weather the stresses of poverty.

We will offer Homework Club and after school Tutorial and extensive extracurriculars both to motivate and engage students and to provide them with safe and productive afterschool time in a community with few stay-at-home parents. Our planned extracurriculars include Coding, Cybersecurity, Rocketry, Robotics, Drone, Choir, Arts and Crafts, Dance, Young Entrepreneurs, Foreign Language, National Honor Society, Student Council, Key Club, Spelling Bee, Odyssey of the Mind, Destination Imagination, Math Olympiad, MathCounts, Science Fair, Science Olympiad, Chess, Soccer, Basketball, Volleyball, Flag Football, and Track. One of our advisory board members, Rose Heritage Perez, is the director of ARASE Fair, San Antonio's 60-year-old science fair organization. We expect to win many competitions there!

Current Connections to the Community

Our team has deep roots in this part of town, including among others:

- Board member Dr. Abelardo Saavedra, who is the former superintendent of South San Antonio ISD,
- Advisory board member Rebecca Cervantes, who is the retired CEO of AVANCE San Antonio and led AVANCE in the Head Start partnership with Harlandale ISD, and
- Advisory board member Rita Abbenante who is also a board member of the South San Antonio Chamber of Commerce.

In addition, we have enjoyed the thought partnership and support of several local philanthropic institutions including the George W. Brackenridge Foundation (with a \$2,000,000 grant), Choose to Succeed (\$50,000 grant), and City Education Partners, which have all approved our plan to focus on this high-needs location.

High Quality, Innovative, and Not Available Within the Proposed Geographical Boundaries

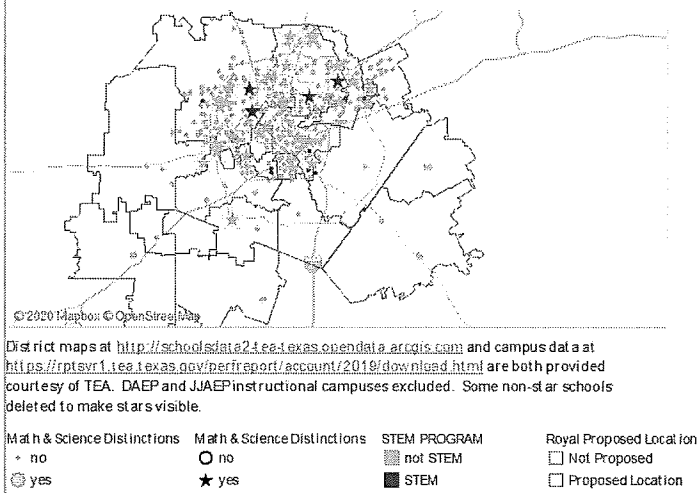
Our Founder and CEO, Dr. Soner Tarim, has a proven track record of creating high quality schools. Prior to founding Royal, he founded and led Harmony Public Schools, a group of six charter districts of which five are A-rated and one is B-rated. In 2017, just before Dr. Tarim stepped down, Stanford University's CREDO found that the 51 Harmony schools provided its students an average of 40 days-worth of extra academic progress annually in reading and 68 days in math. Roughly speaking, over the course of a K-12 education, this amounts to Dr. Tarim's students gaining an extra 2.9 years-worth of progress in reading and an extra 4.9 years-worth of extra progress in math than they would have had they remained in their zoned schools. See credo.stanford.edu/publications/charter-school-performance-texas.

We are building Royal Public Schools on Dr. Tarim's next generation model, STREAMS-360, which brings all the excellence in STEM education that he brought to Harmony plus a new

sophistication in fine arts, reading, and social emotional learning. This well-rounded, project-based whole child approach has to our knowledge never been done, and especially not with the level of STEM sophistication that we bring to it.

Leaving aside our STREAMS-360 whole-child education, which is unique to our school, and considering *only* STEM education, our target area has few high-quality options. In the greater San Antonio area, there are only nine STEM schools rated A, B, or C with distinctions in math

The four red stars represent the STEM schools with math & science distinctions, rated A, B, or C that any student in our target area would be eligible to attend (i.e. with attendance boundaries inclusive of our target area, non-selective, and open to both boys and girls).



and science, and only four of those are open to any student in our target area (i.e. they have attendance boundaries inclusive of our target area, are non-selective, and are open to girls as well as boys). These high-quality STEM schools have the capacity to serve only 0.4% of the students in our attendance zone. Critically for the families in our target area, these options, represented by red stars in the map, are all in the more affluent north side of town, with difficult public bus routes, and in areas to which our target parents would not be likely to commute for work.

Parent demand for STEM education is high in San Antonio, and only continuing to grow, as our established biomedical sector and burgeoning

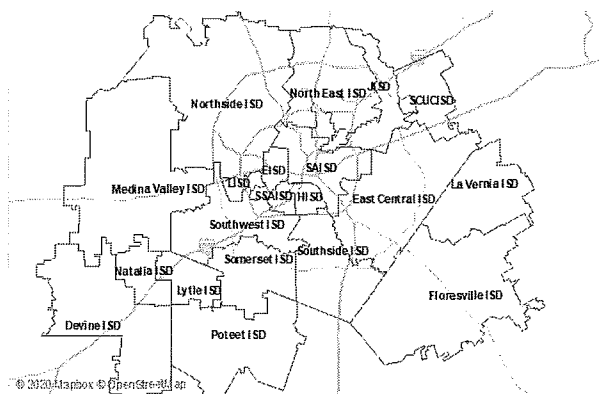
technology sector drive high-wage job growth. School districts have begun to respond to demand for STEM education with three new STEM options in our target area, but these options lack quality and scale. South San Antonio High School and Zamora Middle School in South San ISD identify as STEM but are both C-rated and have earned neither math nor science distinctions. Harlandale's STEM Early College High School has an impressive A rating but serves only 359 students and has earned distinctions in neither math nor science. In short, demand for math and science education in our target area outstrips high-quality supply. There is one K-12 in our target area that, though not a STEM school, has earned both math and science distinctions. This is IDEA South Flores, and it had over 1,600 more applications than open seats for the current school year (data courtesy of IDEA).

Realistic Attendance Boundaries

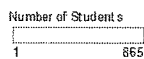
After struggling to forecast where students would come from to attend a charter school in our target area, we realized we could instead find out exactly where students attending charter schools in the target area *do* come from. The three IDEA schools in our target area (IDEA Brackenridge, IDEA Ewing Halsell and IDEA South Flores) represent 94% of the area's regular accountability charter enrollment and therefore provide excellent comparables for us. Thanks to IDEA's generosity, we know that all but 17 students currently attending those IDEA campuses

come from the ISDs depicted below. Our proposed attendance zone was based on IDEA's attendance map.

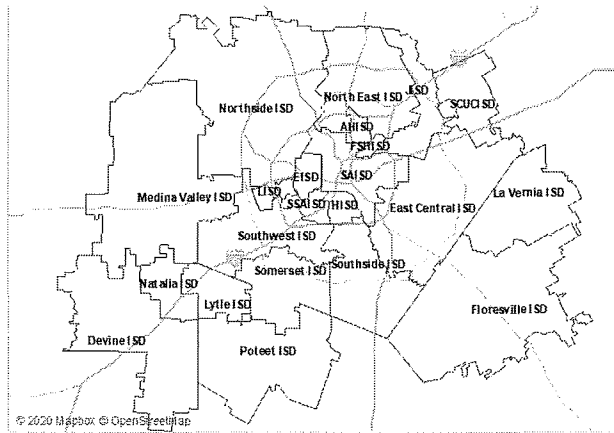
Districts of residence for students currently attending IDEA charter schools in the proposed location.



*The three IDEA schools are IDEA Brackenridge, IDEA Ewing Halsell, and IDEA South Flores. Enrollment data was provided courtesy of IDEA Public Schools. District maps provided courtesy of TEA at <http://schoolsdata2-tea.texas.opendata.aarcgis.com>.



Proposed Attendance Zone



*District maps provided courtesy of TEA at <http://schoolsdata2-tea.texas.opendata.aarcgis.com>.

Realistic Demographic Projections

Our demographic projections are based largely on the demographics of IDEA's three campuses in our target area. IDEA's demographics are almost identical to the demographics of the surrounding districts. The notable exception is that IDEA has a significantly lower percentage of at-risk students, probably for a couple of reasons: its campuses are immature and therefore weighted toward young students and IDEA lowers the percent at risk through excellent education. We hope to reduce the percentage of at-risk students in our schools too, but at least initially, we expect the students who arrive to mirror the surrounding districts. We have also predicted a percentage of SPED students in line with the surrounding districts and county; we believe our project-based learning and ability to close learning gaps will appeal to parents of SPED students.

Student Population in the Proposed Community

Because our target area is generally a low-income, under-resourced community, we anticipate and will provide for student and family needs in the ways described in the subsection titled "*Ability to Serve this Community*" above. In addition, we are committed to treating families with kindness and flexibility. In our site selection, we will seek nearby public bus stops and prioritize sites with no, or low, extra drive time for families with children attending more than one campus, e.g. a middle school student and a high school student. We are also exploring the possibility of on-campus Head Start programs and other family services to further reduce the burden on families of delivering children to multiple locations.

Enrollment Projections and Proposed Growth Plan

The proposed growth plan is a single feeder pattern or cluster consisting of two elementary schools, one middle school, and one high school. The enrollment at each elementary school and the middle school will be 576 and high school enrollment will be 600. Each grade level will have four sections and each section will have 24 students. In our first year, we will begin with a total of 288 students in grades K-2. We will grow one grade level per year to enable teachers and school administrators to build the culture and implement the STREAMS-360 program with fidelity. At maturity (Year 9), the cluster will serve approximately 2,328 students.

We backwards engineer our cluster and classroom size from an ideal high school size of 600 students. We know from national research studies conducted by Dr. Valerie E. Lee (University of Michigan) and our CEO's two decades of experience that the most effective high schools have 600 to 900 students. This size is large enough to offer a robust curriculum and varied electives, AP classes, and dual credit courses while maintaining a nurturing culture in which students feel known. Because many of our students will be coping with the stresses of poverty, we will aim for the small end of this golden range, with 600 students. This will allow us to provide the individual attention our students will need.

Rationale for Four Campuses

We respectfully request approval of four campuses. While we are only requesting a single K-12 feeder pattern, our target area is densely populated at the northern end, which is in the urban core. While we hope to locate at least some of our campuses together for the convenience of our families, we will need the flexibility to split them if we cannot obtain a large site.

Geographic Boundaries

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 per 19 Texas Administrative Code §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	Primary Attendance Boundary (if applicable)
Alamo Heights ISD, Devine ISD, East Central ISD,	
Edgewood ISD, Floresville ISD	
Ft. Sam Houston ISD, Harlandale ISD, Judson ISD	
La Vernia ISD, Lackland ISD, Lytle ISD	
Medina Valley ISD, Natalia ISD, North East ISD	
Northside ISD, Poteet ISD, Randolph ISD	
San Antonio ISD, Schertz-Cibilo Universal City ISD	
Somerset ISD, South San Antonio ISD,	
Southside ISD, and Southwest ISD	

Number of charter school campuses currently operating within the occupied district:	0
Number of traditional school campuses currently operating within the occupied district:	9
Number of traditional school districts within ten miles of the proposed location:	8

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Name(s):	Julian C. Gallardo Elementary

Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2. Applicant proposes to open MULTIPLE campuses by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Enrollment Summary Table: Complete the following table for the charter school (not each campus), marking any grades not to be served with an “x”. This table should be aligned with the Financial Plan Workbook.

Grade Level	Projected Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3	x	x	x	x	x	x
PK 4	x	x	x	x	x	x
K	96	192	192	192	192	192
1	96	192	192	192	192	192
2	96	192	192	192	192	192
3	x	96	192	192	192	192
4	x	x	96	192	192	192
5	x	x	x	96	192	192
6	x	x	96	96	192	192
7	x	x	x	96	96	192
8	x	x	x	x	96	192
9	x	x	x	x	96	168
10	x	x	x	x	x	144
11	x	x	x	x	x	144
12	x	x	x	x	x	144
Total enrollment	288	672	960	1248	1632	2328
For the projections below, specify by campus						
Students per classroom	24	24	24	24	24	24
Number of classrooms	12	16	20	24	24	28

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Royal Academy- San Antonio	Southside ISD	Harlandale ISD	Southwest ISD
African-American	2.2	1.2	0.4	3.1
Hispanic	90.6	91.6	97.8	90.4
White	6.1	6.3	1.5	5.2
American Indian	0.1	0	0	0.2
Asian	0.2	0.4	0.1	0.4
Pacific Islander	0	0	0	0
Two or More Races	0.8	0.4	0.1	0.8
Economically Disadvantaged	81.9	82.3	88.0	85.1
English Learners	22.8	16.6	17.2	17.0
At-Risk	72.0	69.9	74.8	70.0
Gifted/Talented	8.6	8.2	5.5	9.4
Special Education	10.0	10.8	9.8	12.4

Community Engagement

Support from Community Members and Parents

Dr. Abelardo Saavedra, a San Antonian and the former superintendent of our target area district South San Antonio ISD, has been crucial to developing our school model. For eleven months, through a Broad Academy Fellowship, CEO Dr. Soner Tarim has benefited from the intensive mentorship of Dr. Abelardo Saavedra. Dr. Tarim came to the work having founded the A-rated Harmony network. Dr. Saavedra came to it having run not only South San Antonio ISD but also Houston ISD and Corpus Christi ISD. Together they thought through challenges of setting up a school, governance, human resources, and community advocacy. When Dr. Saavedra became Dr. Tarim's mentor at the Broad Academy, neither one of them knew that the school they were designing was destined to be built in Saavedra's home city of San Antonio.

Subsequently and unexpectedly, Choose to Succeed and the George W. Brackenridge Foundation reached out with an urgent request for the gentlemen to consider serving San Antonio's south side community where the need is high and options few. This community amazingly includes the very district where Dr. Saavedra last served as superintendent. In addition to Dr. Saavedra's remarkable depth of experience in the target area, Dr. Tarim has longstanding relationships through the Harmony schools he opened here. It felt like fate, and the team committed to San Antonio.

With their connections in the community and the relentless support of Choose to Succeed and the Brackenridge Foundation, the team began to strengthen its board with local talent. First to join was Dr. Saavedra himself, soon followed by Cariño Cortez, a third-generation chef who grew up in the San Antonio's landmark Mi Tierra Café. Subsequently a group of dedicated San Antonians, including a prospective Royal parent, joined our Advisory Board. Two of these are talented former local educators: Ray Tijerina, a graduate of South San Antonio ISD, who is a regional Talent Recruiter for many high performing schools, and Susan Houser, Co-Founder of Assessment Intervention Management (AIM), the special education organization that powers the SPED services for many schools in San Antonio. All fiduciary board members have been highly dedicated to the outreach process. They have attended information sessions, met with funders, and Ms. Harriet Wasserstrum contributed edits to our website. San Antonio Charter Moms' founder Inga Cotton has helped us meet parents. Families Empowered has helped us pinpoint the areas of deepest need. Brackenridge and Choose to Succeed pledged financial support totaling over two million dollars.

Beyond our outreach to captains of the community, we also designed an outreach strategy specifically for the parents in our target area. The strategy focused on places they would be, Spanish as well as English communication, and digital communications that work on smartphones as well as desktops. We began our outreach campaign with a website in Spanish and English in order to reach the whole community, flyers posted at apartment complexes and handed out in front of grocery stores, door hangers, post cards, Facebook, Twitter, and newspaper ads. (**Attachment 4**). In our online survey system, parents are able to provide free-responses and record a short video. Every weekend, we have manned libraries, trampoline parks and shopping centers to meet

families and tell them about our school. Our favorite by far has been the PicaPica Plaza, shown below, with local bands, a flea market vibe, and karaoke in Spanish.



Through this process, we collected over 500 parent surveys, in Spanish and English, and an interest list of over 640 families (**Attachment 4**). We learned that 59% of our prospective parents have multiple children, which focused us on sibling preference and tightly located campus locations. We found that 75% of parents who participated in the survey live in 78211, 78214, 78221, and 78223, a large geographic area, spanning multiple school districts, and that they are willing to drive ten miles or more for high quality STEM education.

Ninety percent of surveyed parents indicated that they would like to enroll their children at Royal when we open. Their top complaints about their current school districts are large size and overcrowding, unchallenging classes, and the lack of focus on social and emotional skills. They worry that their children will not be prepared for high paying jobs, and that school is not engaging. To open-response questions, some typed the following concerns: lack of rigorous college preparation, lack of critical thinking, and lack of focus on STEM.

Our prospective parents have been amazing. Three interested parents volunteered to help us recruit. [REDACTED]

[REDACTED]. To build demand and get to know our community better, we are offering a Spring Break Robotics camp and a Summer Robotics Camp for ages 5+. Over twenty children have signed up so far. These parents will form the basis of our word-of-mouth campaign. The San Antonio business community is supportive of all schools but especially of STEM schools since improving the workforce's STEM skills is considered key to economic growth. We have been introduced to dozens of local companies, nonprofits, and individuals from whom we will seek support and collaboration when the school is approved. Currently, we have collected 34 support letters (**Attachment 9**) evidencing community demand.

Communication with State Board of Education members, School Leaders, and Legislators

We sent an e-mail to all State Board of Education members requesting an in-person meeting. Our first in-person meeting was with Ms. Marisa B. Perez-Diaz. We wanted to share our plan with her first because our proposed target location falls within her election district. To date, we met the following members in-person: Chairman Keven Ellis, Lawrence Allen Jr., Donna Baborich, Barbara Cargill, Aicha Davis, and Tom Maynard.

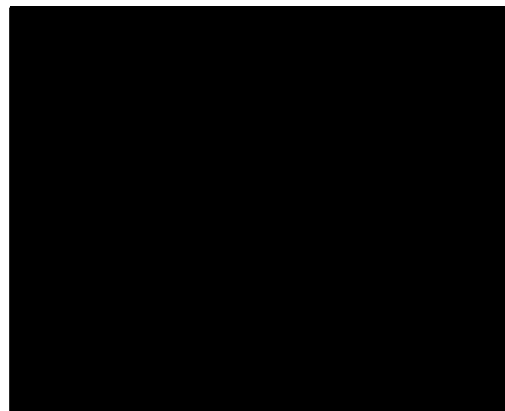
Additionally, we sent certified mail to all superintendents, State Board of Education members, and state legislators who are in our proposed geographic boundaries (**Attachment 5**).

Public Meetings

Our required public meetings took place twice in the South San Antonio area. We conducted these meetings on two different dates and times to increase attendance. These meetings were held on January 11 at 10 AM and January 12 at 2 PM. Dates, time and locations were published in the *San Antonio Express-News* and shared with our legislative members and the State Board of Education members (**Attachment 6**). We had 12 people on Saturday and 42 people on Sunday (excluding our team members). All of the attendees live within a five-mile radius of the meetings. We used a variety of advertisement media (English and Spanish) including a one-pager describing the school, brochures and flyers, postcards, Facebook, and Twitter. All our board members and some of our advisory board members were present at these meetings. Our regular board and advisory board members were instrumental in designing and guiding our community outreach efforts. Board members engaged with families and responded to their questions individually. We used the following agenda to conduct these meetings:

- 1) Welcome and Introduction
- 2) Who Are We?
- 3) Introduction to Board and Team Members
- 4) Why Royal? Our Mission and Vision
- 5) What do we offer?
- 6) Educational Programs
- 7) Innovative Approaches
- 8) Building Blocks of Royal
- 7) Questions, Answers, and Dismissal

Many young children attended along with their parents. They were an attentive audience and looked great in the T-shirts that the Brackenridge Foundation surprised us with.



School Design

Mission, Vision, and Overview of School Design

Mission and Vision

The mission of Royal Public Schools is to spark curiosity, empower students with a rigorous, well-rounded education, and provide the knowledge and skills necessary to achieve post-secondary and life accomplishments. The name Royal was thoughtfully selected by the founders and reflects the desire for everyone in our school's ecosystem—students, parents, and staff—to treat each other with mutual respect and dignity. Our name also references the first documented charter school in history, granted in Dublin, Ireland by King George III in 1733 to educate the poor who had been previously denied the opportunity. In keeping with this history, we intend to make quality public education accessible to all. We firmly believe that all students can reach their full potential when we establish high expectations and provide the education necessary to meet those expectations. Thus, we aim to provide an academically rigorous college and career preparatory program for all students regardless of race, gender, ethnic origin, national background, or socioeconomic status. Our motto is "Excellence and Equity for All."

Innovation is not simply a technical matter but rather one of understanding how people and societies work, what they need and want. America will not dominate the 21st century by making cheaper computer chips but instead by constantly reimagining how computers and other new technologies interact with human beings (Fareed Zakaria).

Our vision is to prepares curious, knowledgeable, responsible, and well-rounded future leaders. We intend to establish a school ecosystem where parents will have the assurance that the school is genuinely concerned about the welfare and dignity of their children. Instruction provided at each campus will be student-centered and project-based. Each student will be recognized as a unique person with their own interests and talents, and we will provide individual attention and motivation with the help of intensive counseling, personalized goal-setting, and blended-learning strategies.

Creation of Our Mission and Vision

The mission and vision of Royal Public Schools was developed by the founding board members - Dr. Ken Pascal, Benjamin Warren, Nancy J. Li, Harriet Wasserstrum, and Tom Sage - and Dr. Tarim while he was a fellow at the Aspen Institute's Pahara Education Leadership Program. The Pahara is a national nonprofit organization whose mission is to identify, strengthen, and sustain diverse high-integrity leaders who are reimagining public education so that every child in America has access to an excellent public school (pahara.org). As part of this fellowship, Dr. Tarim attended meetings and conventions in Houston and Austin, where he met a number of educators, philanthropists, and business owners who shared a common concern about the state of public education in low-income neighborhoods. Dr. Tarim followed up with individuals after

these initial meetings, discussing their priorities and ideas for public education. Ultimately, he invited some of the current board members to join together in the development of Royal.

The first official meeting of this group took place in October 2017 in Mr. Warren's office and was followed by other meetings to refine the vision. The board members brought to the conversation their combined expertise in the fields of secondary and postsecondary education, leadership and policy, curriculum and instruction, administration, management, human resources, developmental psychology, nonprofit finance and governance, and school and real-estate law. This team was familiar with the educational needs of students as well as historical and socioeconomic trends in Texas. The board discussed shared concerns regarding public education: (a) dissipation of student curiosity, engagement, and joy of learning, (b) lack of basic literacy and numeracy focus, (c) lack of personalized attention, (d) lack of interest in college and understanding of college readiness, and (e) lack of rigorous curriculum and instructional programs. As a result of this process, board members now share a firm commitment to providing a college-bound academic setting with a comprehensive, rigorous educational program for historically underserved students.

Overview of Our Model and Key Design Elements

We will use leading-edge, research-based educational strategies including exposing all students to personalized blended learning, project-based learning, higher-level critical thinking, and problem-solving techniques, thematic instruction, and scaffolding instruction to support learners at all levels.

We believe that training in STEM fields is vital and indispensable to making our state and the nation more innovative and competitive in the ever-evolving global economy. Data shows that American students generally score below average on international tests compared to their counterparts abroad, particularly in STEM subjects. According to the most recent PISA test results, among the 34 OECD countries, the United States ranked 27th in mathematics and 20th in science below Poland, Slovenia, and Estonia in terms of the average scores in STEM subjects (OECD Report 2012).

It is evident that our students are underperforming in math and science. However, STEM alone is not the cure for our public education. PISA test results also show that reading scores are well below the expected level. This has a profound impact on communities. "Low literacy is related to negative outcomes including increased education costs, higher crime rates, poorer overall health, and a higher rate of dependence on publicly subsidized programs" (See bushhoustonliteracy.org). To equip our students with 21st-century skills, Royal will emphasize the importance of language arts and the humanities including reading, writing, and fine arts. In other words, we will focus on bringing a "STREAMS" education to our students by offering Science, Technology, Reading, Engineering, Arts, and Math in an integrated manner. Moreover, the founding board pledges to create a school environment that promotes the holistic development of student well-being. Royal will provide social, emotional, and career guidance to prepare students to become responsible citizens and lifelong learners (casel.org).

To implement our curricular goals, we propose to use a new model called STREAMS-360 (Science, Technology, Reading, Engineering, Arts, Mathematics, and Social and Emotional Learning). The 360 connotes a commitment to providing a complete and well-rounded educational program. We believe that this combination of core subject courses, blended and project-based learning, and integrated social emotional learning will prepare our students to be ready not only for college but their careers and future life as well. The following six components make up the building blocks of Royal Public Schools:

- i. *High Expectations:* Royal will set high expectations for all students, staff, and parents to create and maintain a positive school climate and culture. Its philosophy is to hold every student and teacher in high regard and hold the belief that if held to these high expectations, each person can and will reach their full potential. We will create a school environment where all expectations are well communicated, practiced and reinforced among all stakeholders. This will allow our students to become efficient, high-performing, continuous achievers.
- ii. *Devoted Human Capital:* Capable, motivated, and mission-driven teachers are the key to student success. Royal will conduct a rigorous and intensive interview and selection process, which will, in turn, build a diverse and highly qualified staff. Teacher craft is arguably the most critical component in student academic success (Cain and Laird 2011). We will train, support, coach, and retain teachers to instill consistency and ensure that every day, each student will learn. We will hire diverse faculty that reflects the Royal student body. Teachers will conduct home visits and stay in communication with parents.
- iii. *College and Career Readiness:* Future success in life is the culmination of academic knowledge and skills in critical thinking, problem-solving, and social and emotional well-being. Royal students will be prepared to take on the challenges of the future because of a well-designed college and career readiness program that will enable them to communicate effectively, think critically, solve problems, engage appropriately, and become self-sufficient. We believe these strategies develop the whole child/learner. We will cultivate a college-mindset by conducting frequent college counseling, offering dual credit programs, and arranging visits to college campuses.
- iv. *Data Mining in Learning:* Every decision made at Royal will be rooted in accurate and timely data analysis. We believe that the only way to continuously improve student academic achievement is by analyzing and responding to data. Therefore, we propose to implement a research-based continuous improvement model known as the Deming Cycle. Through the use of informal and formal assessments, teachers, interventionists, support staff, and administrators will be able to analyze student results in order to target their instruction to yield the biggest gains.
- v. *Student-Oriented Teaching and Authentic Assessment:* At Royal, we will relentlessly attend to each student's progress. We will use diagnostic tests to measure progress and provide accurate and timely feedback. Royal's teaching and assessment design will optimize student progress with (a) a blended learning design using the most recent adaptive learning systems and tools, (b) targeted and systematic assessments to ensure students are mastering

the state standards at grade level and above, and (c) a targeted and individualized intervention program to address any skill gaps.

- vi. *Social and Emotional Learning (An Innovative Integration)*: We believe that students need a supportive and socially nurturing educational environment that promotes high levels of engagement through active learning experiences. Research conducted on the social-cognitive theory of learning demonstrates that a student's self-efficacy influences his or her academic achievement (Linnenbrink and Pintrich 2010). Our program will promote high levels of literacy and academic achievement through a multifaceted view of student educational requirements. We believe that in addition to a rigorous educational program, the foundation for a student's future success depends on developmental, social, and emotional growth taking place in a positive learning environment.

Royal will coordinate with well-established organizations and research institutions to integrate Social Emotional Learning with STREAMS education. Social-emotional learning is a systematic, evidence-based approach to teach students how to achieve goals, understand and manage emotions, build empathy, forge relationships, and make responsible decisions (casel.org). According to a 2011 analysis of 213 studies involving more than 270,000 students who participated in evidence-based SEL programs, there was an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs (casel.org). The same comparative study also indicated that students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (casel.org). According to a 2015 report by the American Enterprise Institute and the Brookings Institution, social emotional learning competencies are critically important for the long-term success of all the students in today's economy (casel.org).

STREAMS-360

STREAMS-360 is the term we coined to describe our whole child approach. It includes the rigor of our core focus areas (Science, Technology, Reading, Engineering, Arts, Math, and Social Emotional Learning), our delivery methods (project based and blended learning), our continuous improvement model (the Deming Cycle) and the way we structure our school day (the Royal Block).

1. Project Based Learning

All children are curious, and children learn to use all of their senses to discover the world around them. Project-based learning provides children with multi-sensory experiences that can help them understand and retain information more effectively (Pitts 2012). Researchers at Texas A&M University have found that PBL provides contextualized, authentic experiences necessary for students to scaffold learning and build meaningful and powerful STEM concepts supported by Language Arts, Social Studies, and Fine Arts (Capraro and Slough 2009). Integrating our core subjects through PBL will a) eliminate curriculum fragmentation; b) make learning more meaningful; c) help students bridge concepts across disciplines; d) allow appropriate development with a modified curriculum; and e) allow for curriculum flexibility so that teachers

can meet the needs of diverse learners (casel.org). Moreover, it will enable teachers to observe and assess each student's strengths and struggles. For many students, gaps in their conceptual understanding hinder their process of internalizing and generalizing information. Projects provide that conceptual understanding. Furthermore, this practical application of knowledge will help students envision their professional futures.

2. Continuous Improvement (Deming Cycle)

In our mission, we emphasize continuous improvement of student achievement standards. To equip our students with 21st-century skills, we need to reorient our school system. Therefore, we propose to implement a research-based continuous improvement model known as the Deming Cycle. Our focus will be on outcomes, such as reducing drop-out rates, emphasizing college and career readiness, and closing the achievement gap. Continuous improvement is a new and promising approach that is being used in public education in many states including Texas, California, and Kentucky to improve outcomes. Research has shown that this approach has already proven successful in fields such as healthcare, manufacturing, and technology (Best and Dunlap).

Continuous improvement is a problem-solving process that embodies ongoing efforts to improve outcomes (asq.org). In this approach, change occurs both quickly and incrementally, as organizations learn from experience while testing and refining strategies to produce better results (asq.org). The continuous improvement model has four cyclical stages:



- Plan: Create an action plan for the year and set achievable quarterly, monthly, weekly, and daily objectives.
- Do: Provide support and coaching to teachers to enable the execution of the action plan.
- Check: Continuously evaluate the status of the plan, analyze data, and inform stakeholders.
- Act: The diagnosis determines changes to the plan. We check whether outcomes are satisfactory. How do we improve and how can we attain success in the future? We believe that no matter how high a student's test scores are in core subjects, the student still needs to improve in terms of thinking, analyzing, learning, and writing skills.

3. Royal Block

Royal Block includes two 45-minute time blocks every day dedicated to intervention, enrichment, or elective courses. During this time students will receive personalized support to master skills at their own pace and through the method most appropriate to their particular learning needs. In these blocks, teachers will utilize a variety of instructional approaches to support competency-based improvement through individualized learning plans.

With regard to intervention, we expect to attract an at-risk student population with various skills gaps, special needs, and levels of fluency in English. Blended learning is going to be one of the most critical strategies for closing these gaps. We will use an approach that combines online educational materials and online opportunities for interaction with traditional classroom practices. This requires the physical presence of both student and teacher, but allows some elements of student control over time, place, path, or pace. This will enable us to give students exactly what they need, exactly when they need it.

We have chosen this approach for several reasons:

- It will provide opportunities for teachers to work with small groups of students to address learning goals (individualization);
- It will allow us to enhance or extend the curriculum (rigor);
- Teachers will be able to spend time analyzing student data;
- Teachers will have opportunities to collaborate with each other;
- Online curricula will individualize instructional pathways aligned with individual academic goals;
- Strategic integration of technology and face-to-face instruction will create a coherent, personalized learning experience for all students;
- Strategic and effective use of technology tools will improve, facilitate, and/or extend learning within and beyond the boundaries of the typical school day;
- Real-time data and small group learning stations will provide multiple data points to measure student progress to tailor activities to measure immediate student needs;
- Common structures including learning objectives, mastery assessments, and learning pathways will allow for students to advance to new content based upon demonstrated mastery rather than seat time.

This innovative model does not currently exist for students in San Antonio and certainly not for those who live in and around our targeted geographic boundary. Royal Public Schools looks forward to offering these unique learning opportunities to San Antonio's students.

Curriculum and Instruction

Curriculum

Our curriculum is designed around and aligned to the Texas Essential Knowledge and Skills (TEKS) for each grade. Our standards and curriculum vertically align from kindergarten through 12th grades to ensure continuous skill and content acquisition, and horizontally align to ensure students are able to access and master skills across subjects and content areas every year. To ensure academic rigor, the Royal team will provide a scope and sequence for each course that we offer. Royal teachers will use the scope and sequence and ELPS to develop weekly and daily lesson plans. The table below shows our main K-12 instructional materials.

		TEKS Alignment	K-5	6-8	9-12
Curriculum	ELA	100%	MyView Literacy	MyPerspectives	Will be selected based on the subject
	Math	100%	Go Math	Go Math	
	Science	100%	STEMScope	STEMScope	
	Social Studies	100%	Studies Weekly	Studies Weekly	
Adaptive Learning and Intervention Tools	ELA		Iread, myON and Reading A-Z	Reading A-Z, myON	myON
	Math		Sumdog, ALEKS and Formative Loop	Formative Loop and ALEKS	ALEKS
	Science		NA	NA	NA
	Social Studies		NA	NA	NA

In addition to the foundational curriculum in the table, our enrichment curriculum will consist of Fine Arts, Physical Education, Health, Technology Education, Languages other than English, Personal Finance, and Career and Technical Education. Additionally, we will offer Project-Lead-the-Way (PLTW) Launch (for elementary grades), PLTW Gateway (for middle school grades), Advanced Placement (AP) courses, and Dual Credit courses (for high school grades). Curricular details are shown by subject area below.

Literacy

We prioritize literacy in our early curriculum and schedule. Research indicates that 75% of students who start the first grade have a likelihood of struggling to read into adulthood (Farr 2010). If students are not able to decode or read by third grade, they will likely remain behind forever, which impacts their entire educational experience and their entire life. In the population

we intend to serve, which has a high percentage of English Language Learners, students with disabilities, and at-risk students, the probability of being behind in third grade is high with grave long-term consequences. Consequently, we set target goals for all students to read at or above grade level by the third grade. The Royal Literacy Program components include the following.

Setting	Components	Description
Reading Workshop Whole Group Activities	Phonological Awareness	A broad skill set that includes identifying and manipulating units of oral language—parts such as words, syllables, onsets and rhymes.
	Decodable Texts	Texts that follows a specific spelling pattern. Students read texts at their level to practice phonological awareness.
	Genres & Themes	Students are exposed to a variety of genres: fiction, drama, poetry, non-fiction, etc.
	Critical Analysis of Texts	Students learn to look for an author’s craft, literary elements, and find meaning in texts.
	Modeled Reading	Teacher models fluency and tone for students.
	Syllable & Spelling Patterns	Students break words into syllabic sounds and practice patterns in spelling.
	Prefixes and Suffixes	Students learn to use these elements and practice word transformations.
	Sight Word Study	Daily fluency practices based on the Dolch Words.
	Vocabulary Development	Students develop their vocabulary by reading.
	Greek & Latin Words	Understanding the Greek and Latin roots.
Reading Workshop Small Group Activities	Read Aloud	Teacher incorporates variations in tone, pace, volume, pauses, questions and comments to model a fluent and enjoyable reading experience.
	Guided Reading	Students read books on their level and practice phonological awareness and concepts.
	Response to Intervention	Students who are missing reading concepts or phonological awareness receive special grouping to target these missing skills.
	Fluency	Students practice sight words, choral reading, and echo-reading.
	Second Language Acquisition	English Language Learners will receive linguistic supports for English language acquisition in the areas of reading, speaking, listening, and writing.

Setting	Components	Description
Writing Workshops Mini Lesson	Writing Mini Lessons	Targeted, short lessons focused on a specific writing skill, which helps students to perfect writing across genres.
	Independent Writing	Students also journal and write critically for reflection.
	Writing Conferences	Teachers and/or peers provide feedback on writing.
	Small Group Writing	Tailored to meet student needs and address specifics aspects of writing.

Math

Students will receive a complete mathematics program that focuses on establishing foundational computational skills and conceptual knowledge of the content. Students in all grades will participate daily in Math Fluency practice. Daily math lessons will be taught using the Go Math curriculum for each grade. To help ensure effective delivery of all math content, math will be taught in small groups. When students are not in small groups, they will complete independent assignments using Sumdog, a blended learning program that targets gaps in skills and allows students to practice fluency skills. Our students will continuously be pushed to defend and explain their answers and brainstorm multiple ways to solve a problem, developing a strong mathematical foundation based on the TEKS. The components include the following.

Setting	Components	Description
Whole Group Activities	Numerical Fluency	Students learn to strategize, reason, justify, record and report on their mathematical reasoning.
	Practice	Practice through modeling, practice sets, etc.
	Second Language Acquisition	Teachers support English language learners in language acquisition within the context of mathematics.
Small Group Activities	Guided Math & Mini-Lesson	Individualized math practice is tailored to each student's needs based on formative assessment data.
	Response to Intervention	Students who are missing math concepts will receive special grouping to target missing skills.

Science

The science curriculum will teach scientific inquiry as an exploration that scholars undertake through real-world applications and hands-on activities. It will cover all TEKS science standards. Royal will use the research-based 5E instructional model to deliver the science curriculum. The 5E instructional approach is a high impact approach, particularly for economically disadvantaged students. The 5E model, which will address each sub-group of students through unique steps, includes five phases:

- i. Engage: grab a student's attention, pique their curiosity, and get them personally involved in the lesson while measuring their previous knowledge.
- ii. Explore: students investigate, explore content, skills, and materials.
- iii. Explain: students communicate what they have learned so far.
- iv. Extend: students use their newly-gained knowledge and skills to explore further, expand what they have learned, make connections to other related knowledge and skills, and apply their understandings to real-life scenarios.
- v. Evaluate: students and facilitators determine how much learning has happened (an on-going process that allows the facilitator to decide if the scholar has reached the mastery level of the learning standard).

Social Studies

Our teachers will use the Studies Weekly curriculum to provide students with a comprehensive knowledge of home, family, self, and classroom and establish the basis for responsible citizenship in society. Students will be able to explore state and national heritage by examining the celebration of patriotic holidays and the contributions of historical figures. This knowledge and skills will be the foundation for understanding Texas and U.S. history courses. Storytelling will be one of the unique instructional approaches that teachers will utilize to teach history, geography, culture, and people from different places. Individuals who have contributed in a significant way to the progress of humankind or have made a significant impact on world history will be discussed in the class, and their actions will be interpreted ethically to promote character development in students. The Royal curriculum will provide comprehensive knowledge of cultural diversity.

In middle school, evidence-based analysis and critical thinking activities will be part of every class. Students will learn the importance of certain historical documents, the Pledge of Allegiance, representative government, the advantages of free enterprise, and the values and roles of national and state governments. We will visit local museums to increase scholars' curiosity and interests. Cross-curricular activities will allow students to practice their language arts skills, such as textual analysis, oral, and written skills, in their social studies classrooms. In high school, the emphasis will be on concepts of economics, world geography, free enterprise, and U.S. government, following TEKS guidelines. Students will be expected to analyze challenging nonfiction texts and have extensive knowledge of Texas, U.S., and world history. Concepts of sociology and ethics will also be part of the social studies curriculum.

Fine Arts

Along with focusing on core disciplines, Royal students will be given an opportunity to engage in artistic offerings such as music, dance, art, and theatre. Students will be exposed to classical music and American folk songs, and they will develop an appreciation of art based on elements of color, line, form, and value. They will emulate professional techniques in their own creations.

Physical Education/Health

All students will be required to participate in physical education and will have the opportunity to participate in sports to maintain physical fitness and meet TEKS standards. In addition to health and nutrition, P.E. will focus on teamwork, individual strength training, endurance and flexibility. P.E. will foster an active lifestyle with courses that encourage students to become more competitive and perform better in all aspects of their life. High school students will complete at least 1 credit of physical education.

Languages Other Than English

At the middle and high school level, Royal students have the opportunity to study a language other than English. Students will develop proficiency in speaking, reading, writing, and listening. Language courses will be designed to promote a clear understanding of the cultural elements of the language. Advanced-level courses will have an emphasis on discussing original works of literature for the language of study. High school language courses will be aligned to the TEKS for each grade level.

STEM Electives - Technology Applications & CTE

Our Technology applications curriculum will follow the six strands developed by the National Educational Technology Standards for Students (NETSS) and the performance indicators developed by the International Society for Technology in Education (ISTE). Those strands and indicators are communication and collaboration, creativity and innovation, information fluency and research, problem-solving, critical thinking, and decision making, technology operations, and digital citizenship and concepts. We will offer a coherent sequence of technology and Career Technical Education (CTE) courses. Additionally, high school students will receive Integrated Technology Applications that cover all required TEKS at the high school level. CTE and PLTW courses will enhance and extend the advanced STEM program.

Course Offerings

Our curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS), (https://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills), Texas Administrative Code, Chapter 74.4 and the English Language Proficiency Standards (ELPS). Following are tables listing the courses Royal will offer our students in grades K-12.

Elementary and Middle School Courses

	K	1	2	3	4	5	6	7	8
English Language Arts	√	√	√	√	√	√	√	√	√
Math	√	√	√	√	√	√	√	√	√
Science	√	√	√	√	√	√	√	√	√

Social Studies/History	√	√	√	√	√	√	√	√	√
Fine Arts (Music and/or Art)	√	√	√	√	√	√	√	√	√
Languages Other Than English							√	√	√
Physical Education/Health	√	√	√	√	√	√	√	√	√
STEM Electives (Technology Applications)	√	√	√	√	√	√	√	√	√

√ = Grade-level appropriate courses offered in this subject area.

High School ELA Courses

Course	Grade Level	Credit
English I	9	1
English, I Honors/Pre-AP	9	1
English I (ESOL-I)	9	1
English II	10	1
English II Honors/Pre-AP	10	1
English II (ESOL-II)	10	1
English III	11	1
AP English Language & Composition	11	1
English IV	12	1
AP English Literature & Compositions	12	1
Journalism	Elective	1
Practical Writing Skills	Elective	1
Creative Writing	Elective	1

High School Math Courses

Course	Grade Level	Credit
Algebra I	9	1
Algebra I Honors/Pre-AP	9	1
Geometry	10	1
Geometry Honors/Pre-AP	9 or 10	1
Algebraic Reasoning	10/11/12	1
Algebra II	9/10/11/12	1
Algebra II Honors/Pre-AP	9/10/11/12	1
Pre-Calculus Honors/Pre-AP	9/10/11/	1
AP Statistics	10/11/12	1
AP Calculus AB	11/12	1
AP Calculus BC	11/12	1
College Preparatory Math Course	12	1
Statistics	11/12	1

High School Science Courses

Course	Grade Level	Credit
Biology	9	1
Biology Honors/Pre-AP	9	1

Chemistry	10/11/12	1
Chemistry Honors/Pre-AP	10/11/12	1
Physics	11/12	1
Physics Honors/Pre-AP	11/12	1
Environmental Systems	11/12	1
Forensic Science	11/12	1
Engineering Design & Problem Solving	11/12	
Anatomy and Physiology	12	1
AP Biology	10/11/12	1
AP Environmental Science	11/12	1
AP Chemistry	10/11/12	1
AP Physics 1	10/11/12	1
AP Physics 2	10/11/12	1
AP Physics C	10/11/12	1

High School Social Studies Courses

Course	Grade Level	Credit
World Geography	9-10	1
AP Human Geography	9	1
World History	10	1
AP World History	10	1
US History	11	1
Sociology	12	0.5
Psychology	12	0.5
Personal Financial Literacy	10-12	0.5
AP United States History	11-12	1
U.S. Government & Politics	12	0.5
AP U.S. Government & Politics	12	0.5
AP European History	10-12	1
AP Psychology	10-12	0.5
Economics	12	0.5
AP Macroeconomics	10-12	0.5
AP Art History	10-12	1

In our first year of operations, Royal will serve grades Kindergarten to 2nd grade. The table below summarizes our course offerings for those grade levels.

Year 1 Curriculum

	K	1	2
English Language Arts	√	√	√
Math	√	√	√
Science	√	√	√
Social Studies/History	√	√	√

Fine Arts (Music and/or Art)	√	√	√
Languages Other Than English			
Physical Education/Health	√	√	√
STEM Electives (Technology Applications)	√	√	√

√ = Grade-level appropriate courses offered in this subject area.

Differentiated Learning

Royal will differentiate teaching and learning for all students in order to meet their individual needs. Teachers will use data from formative assessments to customize curriculum and instructional practices. For all students including students with disabilities, we will use a Response to Intervention approach; for English learners, we will align curriculum and instruction with the English Language Proficiency (ELP) Standards. These approaches are described in detail in “Supports for Special Populations.”

Small group instruction will provide opportunities for learners to have their individual needs met and targeted skills addressed. The teacher can determine the needs of each student by using a compilation of current data to identify which skills need to be addressed and then focus instruction on those needs and monitor progress while providing immediate feedback (see descriptions of instructional materials, below, for how teachers will access such formative data). Students will participate in independent practice to ensure mastery of the targeted skills. Based on assessment results, the teacher can adjust instruction to ensure mastery of the skill.

This purposeful approach meets the needs of a diverse group of learners, including students with disabilities (SWDs) and English Language Learners (ELLs). Small group instruction ensures that ELLs will acquire listening, speaking, reading, and writing skills while learning the English language. Targeted skills can be adjusted based on the level of English already acquired. Students who are at the beginner level need instruction in the development of conversational and academic skills in English, while students at an intermediate or advanced level require instruction in academic vocabulary and comprehension of concepts.

Students will have access to myON—an addition to the classroom library—where they will be able to choose from a variety of texts on their independent reading level (see below for a full description of myON). They can listen to the text being read to them, which will increase their listening skills, vocabulary development, and reading fluency skills. There will be an array of instructional strategies to engage ELLs. Visuals are an essential part of an ELL’s academic experience, as this provides them with an alternative explanation to support their understanding of what is presented to them. Scaffolding helps by using a student’s previous background knowledge and building upon this knowledge to gain an understanding of the concept or skill. Pre-teaching vocabulary is vital to allow time for the student to process the information. Vocabulary development will help the progression of a student’s reading comprehension. The student may understand social English vocabulary but have difficulty when it comes to academic

English vocabulary. Graphic organizers and concept maps are effective strategies to address this skill.

SWDs will also benefit from the above strategies and methods to support their learning. We will use small group instruction to meet the needs of diverse learners, including those who have individualized education plans (IEPs). Progress will be frequently monitored to provide immediate feedback and adjust instruction accordingly. The goal is that each student progresses at their own pace toward grade-level mastery. Each SWD will have an IEP along with accommodations to support them. The student's IEP goals, designated by student's the Admission, Review and Dismissal (ARD) meeting, will be monitored and accomplished.

*Instructional Materials (see **Attachment 7** for a sample course scope and sequence)*

ELA Instructional Resources

For English Language Arts (ELA), we will use myView Literacy curriculum, which is included in the Instructional Materials Current Adoption Bulletin published by TEA (https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf). Our selection, myView Literacy curriculum, aligns with our academic programs and instructional strategies including our Reading and Writing Workshop model. It includes Project-Based Learning (PBL) and Social-Emotional Learning (SEL) components and gives clear direction for teachers to help them assess students and make data-driven interventions and curriculum adjustments. Through activities, students will learn how to develop positive interpersonal relationships and take ownership of their learning. In every unit, students demonstrate: (1) Goal Setting, (2) Self-Motivation, (3) Teamwork, (4) Responsible Behavior, (5) Organizational Skills, (6) Decision Making, (7) Problem Solving, and (8) Respect for Others. Students will be given the opportunity to work on their individualized needs. The Spanish version will provide bilingual education resources as needed. Teachers will be able to assess the TEKS taught in each unit. Therefore, they will be able to design their lesson with the end in mind based on the targeted TEKS.

Reading A-Z best addresses our at-risk student population including ELLs and SWDs. This resource targets students who are reading below grade level. Reading A-Z includes multi-leveled reading materials and tools that improve reading instruction and help instructors reach every student at every level. Reading A-Z will support Response to Intervention (RtI) for our teachers (see "Supports for Special Populations"). Reading A-Z's RtI resources include Tier 1 support with whole-class instruction, such as with Projectables, Comprehension Skill Packs, and Shared Reading Books; Tier 2 small-group instruction with Leveled and Multi-Leveled Books and Lessons; and Tier 3 individual, one-to-one instruction such as Leveled Books and Tutoring & Mentoring Packs. Leveled Books provide the opportunity for all students to read at their developmentally appropriate guided reading level and to read the same content as their native English-speaking peers (<https://www.readinga-z.com/ell/raz-support-for-ell/>). Reading A-Z assessments will give information about students' foundational skill proficiency and reading comprehension. Data will help teachers place students in appropriate guided reading levels, monitor their progress, and align their instruction to student needs.

iRead is a highly effective foundational reading intervention program that aligns with the Royal curriculum and instructional program. It is a digital program designed to give children individualized experiences that help ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building vocabulary and comprehension. iRead provides a report to the teacher regarding students' skill gaps and offers resources that they can use to target those skills and close achievement gaps. Starting in kindergarten, we will use iRead every day during the Royal Block (see schedule for explanation of the "Royal Block"). While a teacher is working one-on-one or in a small group, some of the students will be using their Chromebooks to work on their personalized plan. Teachers will pull students based on their level and work with them to address their specific needs.

myON and Accelerated Reader (AR) will provide material for our students to read at least 20 minutes every day at school and home. To be able to address all reading levels and interests, we decided to use myON as a digital library. The myON program will give students access to more than 6,000 digital books, dynamically matched to each individual student's interests, grade, and Lexile reading level. The system is equipped with a suite of close reading tools and embedded supports to foster student engagement and achievement (myon.com). Accelerated Reader (AR) is a K-12 software that monitors reading. AR will help our students manage and track their reading, provide teachers with assessment of the reading ability of a class, and encourage reading.

Other Reading Resources such as leveled readers and targeted skill-based books will be available in classroom libraries. We will use the STAAR recommended reading list (https://tea.texas.gov/Student_Testing_and_Accountability/Testing/CSR/STAAR_Report_Card_Recommended_Book_Lists), Scholastic list (<https://www.scholastic.com/teachers/teaching-tools/book-lists.html#>), and the Texas Library Association's diverse recommended reading list (<https://txla.org/tools-resources/reading-lists/>) to populate these libraries.

Mathematics Instructional Resources

We are planning to use Go Math, which is 100% TEKS-aligned and supports everyday math activities for our targeted population students.

Formative Loop is a proven daily-practice system used by high poverty, Blue Ribbon Schools that have improved their students' numeric fluency and skills with objective-based intervention and progress monitoring. We will design their Royal Block groups based on Formative Loop.

ALEKS uses adaptive questioning to identify skill gaps. ALEKS will be utilized in 3rd-12th grade when the teacher is providing small group instruction. Students will navigate the math program independently. ALEKS is both a learning and assessment tool, where students can demonstrate their knowledge of a specific math skill/topic. If a student is not able to demonstrate the ability to accurately answer the questions given, the program will shift to instruct the student individually on a given math topic. The program has a cyclical design so topics that are mastered by a student will be reassessed to ensure that what is learned is retained.

The targeted student population will benefit from ALEKS because of the built-in reteach for topics that students do not master and the individualized pacing. Teachers will be able to use the regular data reports to understand student needs and further differentiate instruction in the classroom and provide appropriate individualized interventions.

Sumdog is designed to support our targeted student population in K-2 and close achievement gaps in math. It has an individualized approach with engaging math activities. It produces data reports on student progress for the teacher to review for planning interventions. Sumdog aligns with grade-level standards and has a self-paced approach so that students can progress at their own rate. Students will independently work on Sumdog while the teacher is doing small group instruction.

Science Instructional Resources

STEMScopes will support Royal's proposed science curriculum. It aligns with the TEKS and is designed to engage students in an inquiry-based approach to learning science concepts and vocabulary. It allows for PBL and is scaffolded in a way that meets the needs of all learners. It comes with a variety of tools for teachers to analyze student performance and intervene with students who do not master the concepts. This is particularly suited to our target students, who may arrive in upper grades with significant learning gaps.

Social Studies Instructional Resources

Royal will use Studies Weekly to help our elementary students explore their state and national heritage by examining the celebration of patriotic holidays and the contributions of historical figures. Studies Weekly is an integrated learning approach for teachers to effectively deliver the social studies curriculum. It is engaging for students and includes opportunities for students to develop critical thinking skills. Assessments are included, along with word study, writing prompts, and reading strategies. Studies Weekly will be utilized to support Royal's proposed social studies curriculum (see above). This will support the needs of the targeted student population by exposing them to realistic nonfiction texts, academic vocabulary, visuals and captions, and a variety of activities.

Instructional Methods

Our instructional methods are designed to help students become independent, intentional learners who meet their own learning goals. Royal teachers will choose their instructional approaches purposefully and make sure that the selected strategies are (1) aligned with the learning standards and assessments in the lesson, (2) appropriate for the subject area and the developmental needs of their students, (3) research-based, and (4) successful in relating the content to assignments. To facilitate these practices, Royal will use the following research-based instructional strategies: Project-Based Learning, Personalized Blended Learning (Royal Block), Reading and Writing Workshops, Cooperative Learning, and Fundamental 5.

Project-Based Learning (PBL)

Project-based learning is discussed in more detail in the School Design section above. To provide a little more detail, there will be three levels of PBL activities:

- *Level A:* Students work collaboratively in a small group during class to apply knowledge, make inferences, and solve problems. As students complete their Level A PBLs, each group presents their final product to the class. PBL Level A activities will be every day during the Royal Block time.
- *Level B:* Students select a theme from one of their STEM courses and develop a project expanding on a specific scientific principle or research idea. Students should make meaningful cross-curricular connections to arts, social sciences, history, and humanities. PBL Level B activities will take place twice a year.
- *Level C:* Level C is not limited to project topics within the STEM course curriculum. Students generate problems or research questions for study. As with Level B PBLs, students have a project advisor who approves their project topic and helps them perform more comprehensive research to gain the necessary knowledge and skills to create their own end products. Level C activities will be optional.

Personalized Blended Learning (Royal Block)

Royal Block and blended learning are discussed in more detail in the School Design section above. Some specific adaptive learning and intervention tools that we will use during the Royal Block in ELA are iRead, myON and Reading AZ in K-5, Reading AZ, myON in 6-8, and myON in 9-12. In math we will use Sumdog, ALEKS, Formative Loop in K-5, Formative Loop, ALEKS in 6-8, and ALEKS in 9-12. We will always stay abreast of new software and integrate better offerings as they become available.

Reading and Writing Workshops

Royal's reading and writing workshops model (**Exhibit 2**) is intentionally planned to offer a simple, structured, and predictable classroom environment for our students. The teacher will focus on the complex work of observing students' progress and teaching to their needs. Each session begins with a mini-lesson. When the mini-lesson ends, the scholars start their independent work. While students are working, the teacher confers with students and monitors the small groups. During the independent work time, teachers will stand and deliver a mid-workshop teaching point. Each workshop will culminate with an end product.

Cooperative Learning

Royal's cooperative learning approach aims to organize classroom activities into academic and social learning experiences. With cooperative learning activities, students will be responsible not only for learning what is taught but also for supporting team members to learn, thereby generating an environment of achievement. Cooperative learning helps teachers accomplish targeted goals in the classroom by increasing engagement and providing chances for targeted formative assessment and differentiated instruction. Cooperative learning will enable the

collaborative building of knowledge, provide an opportunity for students to develop and exercise communication skills, and prepare students for working in teams when they leave school to join the workforce.

Fundamental 5

The Fundamental 5 model will produce educators who are properly prepared to teach students on day one when they enter the classroom. Every teacher can begin implementing it immediately, and, when executed with fidelity, it will elevate the quality of instruction and overall success of our school and our students. Fundamental 5 consists of five critical practices:

Framing the Lesson: An effective lesson frame has two parts. The first is the learning objective or what the student can expect to learn today. The second is the exit ticket, closing question, product, or task, which clearly states how the student will demonstrate his or her understanding of the learning objective for that day. It is proof to both teachers and students that learning has taken place.

Work in the Power Zone: Working in power zones maximizes the effect of teacher location on instructional outcomes. To have the most impact, the teacher places himself/herself in the middle (versus the periphery) of the action. A teacher who occupies the power zone is simply teaching or monitoring in close proximity to one student, a small group of students, or the entire classroom of students. On-task behaviors increase, discipline issues decrease, and student retention of the content increases.

Frequent, Small-Group, Purposeful Talk about the Learning: After ten to fifteen minutes of teacher-driven discussion, or at the completion of a major instructional concept, the teacher stops talking and has two to four students briefly discuss a seed question related to the instruction. There are four components to this practice: frequency, group size, the seed question, and the power zone.

Recognize and Reinforce: Teachers recognize and praise students' advances. Positive feedback is important, and words can be used to motivate students and build self-confidence. Recognition and reinforcement address both academic and behavior issues. Royal employs a positive and proactive culture that will keep students in the classroom and impact their long-term outcomes.

Write Critically: Classroom observations and writing samples show that students generally do not write clearly or critically. Students should be able to use writing for communicating ideas, for learning, to deepen their understanding of important concepts, and to clarify interrelationships between concepts. Writing should be an important tool for learning ideas deeply and permanently. The act of writing critically encapsulates learning and is key to increase reading skills and literacy. Writing should involve rigor, relevance and assessment.

Social Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set

and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (<https://www.kickboardforschools.com/blog/post/what-is-social-emotional-learning-sel>). Royal will build its social-emotional learning system on five core competencies: (1) self-awareness, (2) self-management, (3) responsible decision making, (4) relationship skills, and (5) social awareness (<https://casel.org/core-competencies/>). The following topics will be covered and implemented as part of our SEL and Character Education classes: honesty, cooperation, social awareness, personal and social skill development, emotional intelligence, responsible decision making, and more.

Evaluation and Continuing Improvement

Royal board members and school leaders plan to evaluate the proposed curriculum and instructional strategies continually using the Deming Cycle method (Plan/Do/Check/Adjust) to determine if the educational program is effective (some instructional strategies will be measured daily or weekly as opposed to curriculum effectiveness, which will be measured quarterly). Based on the assessment calendar (daily, weekly, quarterly and yearly), the effectiveness of our curriculum and academic programs will be evaluated through NWEA MAP (Reading, Language, Math, and Science), STAAR (Reading, Writing, Math, Social Studies and Science), unit assessments, and benchmarks. If we are not meeting and exceeding our goals based on our student performance metrics, we will review and modify our curriculum and instructional strategies accordingly. Results of the NWEA MAP and STAAR assessments will be disaggregated by subject, grade level, and student population to diagnose the current state of the curriculum and instruction. In addition, the academic leadership team will annually conduct curriculum audits based on teacher feedback. The curriculum at each grade level will be reviewed to check whether changes are required. With the collaboration of the head of the departments for each subject, the academic leadership team will finalize a revised curriculum for the next academic year.

Program Costs

In the first year, Royal is allocating \$161,320 for supplies, technology, and tools that will be needed to facilitate successful implementation of the Royal educational programs. The breakdown of these amounts is: Classroom/Teaching Supplies and Materials (\$36,400), Special Education Supplies & Materials (\$12,000), Textbooks and workbooks (\$57,600), Technology (\$26,700), Supplies and materials (\$17,100), and Student Testing and Assessment (\$11,520).|

Strategies for Assessment of Learning and Data-Driven Instruction

Evaluation of Students' Academic Progress and Monitoring

Royal will use four types of targeted assessments to measure and evaluate students' academic progress. These assessments are (a) Baseline or diagnostic, (b) Formative, (c) Summative, and (d) Authentic. The results of the assessments will be strategically analyzed to drive instruction and address the individual needs of students' academic growth. We will use our assessment for several purposes:

- Improve and support the quality of student learning through feedback;
- Measure student performance and achievement in relation to learning objectives;
- Provide targeted information to improve the quality of the curriculum;
- Ensure the effectiveness of the teaching and learning process and its results;
- Create an individualized learning pathway for each student;
- Differentiate lessons based on student needs and performance that are aligned to TEKS.

All Royal students will participate in tests that are required by the state. Students in grades 3-11 will be administered the STAAR test once per school year in the subjects outlined by the state in accordance with the testing calendar. According to the Student Success Initiative, students in fifth and eighth grade will have three opportunities to take the reading and math STAAR test if they are not successful on the first test administration. LAS Links will be administered to identify students who are English Language Learners. Identified ELL students in grades K-12 will take TELPAS once per school year to assess growth in four domains (reading, writing, listening, speaking). STAAR Alternate and TELPAS alternate assessments will be given to students who meet all of the eligibility requirements outlined by TEA. Royal students entering Kindergarten will take the Texas Kindergarten Entry Assessment (TX-KEA), along with progress monitoring three times during the school year. TX-KEA is listed on the Commissioner's List of Approved Prekindergarten and Kindergarten Assessment Instruments (2017-2021).

In addition to TEA's required tests, eighth grade students will take the Preliminary-SAT test. Students in grades 8-12 will take the Texas Success Initiative (TSI), which determines the appropriate level of college coursework for an incoming student. This test consists of three exams in math, reading, and writing. High school students in grades 9-12 will take Advanced Placement tests. Lastly, high school seniors will take the SAT. The Royal assessment schedule for formative and summative assessments is set forth below:

Baseline (Diagnostic) Assessments: The NWEA MAP and Fluency test will be administered three times for students in grades K-9 during the beginning (September), middle (January/February), and end (April/May) of the school year. This schedule will allow for progress monitoring throughout the year. The NWEA MAP test will provide students' current levels in reading, math, and language usage, along with science knowledge beginning in Kindergarten.

The TX-KEA and the Learning Inventory of Need (LION) for reading will be administered to students in grades K-2 at the beginning (August), middle (January), and end (May) of the school year. This baseline assessment identifies and screens students who are at-risk in reading. It determines students' independent and instructional reading levels, diagnoses areas of need in reading foundational skills and provides ongoing progress monitoring for targeted intervention. Teachers of students in Kindergarten through third grade will complete running records for each student to assess how students approach the reading process. This process allows teachers to see what students are doing as they read, observe strategies students use to work through the reading process, get an accurate reading level of each student, determine reading groups, and guide instruction. Our personalized blended learning tools, including ALEKS, Sumdog, iRead Formative Loop, and Reading A-Z will start baseline assessments to place students to their personalized pathway.

Formative Assessments: Teachers at Royal will continuously collect data on student progress to monitor individual student growth and purposefully address the skills that students are lacking. Bellwork will be intentionally planned every day to gain current information on students' knowledge from the previous lesson. The purpose of Bellwork is to allow the teacher to quickly assess students' knowledge on a specific skill and immediately address any needed intervention. In order for teachers to gather data on the current lesson that was taught, they will plan Exit Tickets, which will give to students at the end of a lesson every day. This information will be used to address the immediate intervention of a current skill being taught and provide the teacher with an opportunity to remediate any gaps in understanding. We will use daily planned quizzes to provide effective and ongoing feedback to students. Like other formative assessments, planned quizzes will indicate the area that student has gaps in knowledge or misunderstandings that we need to address.

High leverage of check-for-understanding routines, strategies, and activities: Royal teachers will use the following school-wide routines, strategies, and activities: (1) Framing the lesson and referring to student learning objectives, (2) Reminding of learning goals, (3) Effective gradual release (guided practices), (4) Debriefing of the lesson, (5) Using the no opt-out and culture of error techniques from Teach Like a Champion.

Summative Assessments: Royal will follow Texas state guidelines in required assessments for accountability purposes. Teachers will plan their instruction based upon the required TEKS for the specific grade level and course, and the ELPS that correspond with that TEKS. After the completion of each unit, which will cover the objectives required by the state, teachers will assess students' knowledge by giving a standards-based assessment. Those TEKS aligned rigorous standards-based assessment will be written by content teachers under the supervision of the instructional coach, assistant principal, and principal. The results from each standards-based assessment will be analyzed by the teacher, and appropriately targeted intervention will be planned by the classroom teachers and interventionists to address any areas of need for specific students. At the end of each quarter (October, December, March, and May), students will be administered interim benchmarks. The purpose of interim assessments (benchmarks) will be to assess whether students are mastering grade-level standards and for teachers to provide targeted intervention to those students who are not mastering grade-level standards. Those assessments

will be written by content teachers and instructional coaches. Starting from high school, students will be taking the end of semester course final exams to show their overall mastery. Those assessments will be written by the content teachers.

Authentic Assessments: PBL will allow students to apply newly acquired knowledge and engage in higher order thinking. Authentic Assessments are evaluated through a rubric that reviews specific components of a project that a student produces. Before students start, the project assessment rubric will be developed and communicate with students. Additionally, we will ask students to contribute the evaluation rubric. These projects will be every six weeks.

Assessment, learning objectives, and TEKS alignment: We strongly believe that our assessments, student learning objectives, and state standards have to be meticulously aligned so that they will support one another. Alignment happens when written, taught, and assessed curriculum are matched. Knowledge and skills that are stated in TEKS and our curriculum will build upon each other from grade to grade (vertical alignment) and coherent and logical within grade levels (horizontal alignment). With the administration of multiple assessments that are intentionally aligned to state standards and curriculum, teachers will be able to understand how student learning and how vertical and horizontal alignments work.

Assessment writing training: Teachers will receive training before they write assessments. When writing our assessments, teachers will make sure that: (1) questions are tied to the student learning objectives, (2) EL and students with disabilities will be able to access the accommodations and modifications are necessary, (3) questions are read by other subject teachers and instructional coach, (4) they are checked for spelling and grammar, and (5) they use a mix of appropriate question types.

Data Utilization to Inform Instruction

Academic progress data will be collected from multiple sources and will be analyzed by school leaders collaboratively. Teachers will track this data in a progress monitoring binder, where each student will have a section with notes and assessment scores of their current academic progress. and interventionists can track student data and evaluate their effectiveness.

School leaders and teachers will participate in PLCs and data analysis meetings after each major formative and summative assessments are administered. Royal will create a Data Review Team that consists of teachers, assistant principal(s), instructional coach(es), and interventionist(s). From the data collected, teachers will create student-specific goals to teach targeted interventions, facilitate a student-centered classroom while ensuring each student meets grade-level standards. Teachers participate in data meetings and PLCs to analyze data and to acquire new teaching strategies, classroom management skills, and teaching tips.

School leaders and teachers will follow the Deming Cycle's protocol (Plan, Do, Check, Adjust) to review the data and plan for immediate remediation of any skills that students still need to acquire. After a precise review of the assessment data, teachers will differentiate their instruction for specific students and utilize teaching strategies. Teachers will also review factors that may be inhibiting students' progress and determine ways to motivate students in the

classroom. This cycle continues throughout the school year for the continuous improvement of effective instruction in the classroom.

School leaders will oversee the academic growth of all students by coaching, training, and providing feedback to teachers on the implementation of lessons, small group interventions, teaching strategies, and classroom management techniques. School leaders will provide training to teachers on assessments and writing targeted, intentional, and purposeful lessons and interventions by performing instructional rounds to collect data on classroom instruction.

Students Who Are Performing Below Grade Level and Intervention

Royal will track the academic performance of all students, including students who perform below grade level. Assessments drive instruction and evaluate mastery of grade-level standards. Based on various sources of data, Royal will implement an RtI process to ensure all parties are held accountable for student academic growth and achievement.

The RtI process will be an integral part of Royal's data analysis strategy and progress monitoring. All Royal students will be tiered to determine their level of intervention. The RtI process will place students into one of three tiers: Tier I, Tier II, and Tier III. Once students have been tiered, teachers will identify the specific TEKS, grade-level standard, and skill that students need to work on and prepare their instruction. Each time the teacher provides intervention to a student, the teacher will record completion on a progress monitoring tracking tool. As the student achieves mastery of the TEKS, the teacher will adjust the tier or identify a new focus.

Interventions will be provided during small group instruction or throughout the day on an individual basis. The teacher will closely monitor each student's progress to ensure growth. RtI meetings will be scheduled during the school year to review a student's individual academic progress with a team of knowledgeable parties. The assistant principal, instructional coach, teachers, interventionists, ESL teachers, and the parent can be included in RtI meetings. The purpose will be to review current data, teacher input, and additional parent perspective to identify areas of need and write measurable goals. Responsible parties will be held accountable for implementing appropriate interventions and tracking progress towards the goal for the next 6-9 weeks. Through our educational programs outlined in earlier sections of this application, the Royal team will continuously analyze data to drive instruction and implementing effective interventions to close the educational gaps. At each step of the progress monitoring, parents will be informed and will be involved.

After the RtI process, if students are not showing progress in the areas of concern, school administrators will meet with parents to share options for further support. After the meeting, if parents want other options and give consent for a full individual evaluation, the student will be referred to special education. The school will follow the federal and state guidelines related to the student's eligibility for special education.

Supports for Special Populations

In south central San Antonio, we anticipate at least 80% of our students will be economically disadvantaged, over 20% will be ELL, and 10% will receive special education services. We design the daily schedule, curriculum, instructional strategies, intervention blocks and support services to meet the needs of this populations, including the emotional need for stability as well as intellectual need for targeted intervention to close skill gaps.

General Practices

To ensure structure and stability, students will always know the daily agenda, their own learning goals, how they will be assessed at the end of the lesson, and what they should be able to do or know when the lesson is done. Teachers will be trained to keep close to students, as research indicates that at-risk and low socioeconomic student populations perform better with closer proximity to teachers than other students. During group discussions, teachers will praise students' learning statements and behaviors. Fundamental 5 will empower teachers with the most effective instructional strategies.

Daily reading fluency activities will help at-risk students to close the word gap many low-income students experience by providing frequent exposure to high-frequency words. Targeted fluency activities in math will ensure that students will be fluent with number sense and operations and comfortable with two step word problems. Our curriculum will be implemented with targeted instruction and strategies to reach the students in every classroom. The student will have a chance to discuss the topics while they are learning them. Small group purposeful talks will improve students' communication skills and will give systematic discussion opportunities. This will enhance the student's experience in speaking by participating in structured conversations with a purpose, and it will give teachers an opportunity to listen to those discussions and evaluate student learning progress and address students' needs in a timely manner with whole group interventions.

To improve students' critical thinking skills, teachers will facilitate and model critical writing skills and will gradually expect students to write on the subject as a critical end product. Students will be tiered through the Response to Intervention (RtI) process to ensure their academic needs are addressed and individual academic goals are targeted through the Royal ELA/Math Block intervention period. We will utilize personalized blended learning to target individual student needs through a personal academic plan.

Students with Disabilities

We will ensure that the standards are attainable for students with disabilities. Modifications and accommodations will be integrated into the core curriculum scope and sequence documents and teachers will use differentiation strategies based on individual students' IEP. The Royal special education department will develop an appropriate IEP for each child with disabilities and train the teachers on the IEP's and the modifications and accommodations. Teachers will modify their lesson plans and curriculum materials for a child with disabilities based on his/her IEP.

We will fully adhere to the federal Individuals with Disabilities Education Act (IDEA). We will use Child Find to identify students with disabilities who may be eligible for special education services. Royal will identify, locate, and evaluate a child who has a suspected disability and provide the parent with verbal and written information about the referral process. Any child, regardless of suspected disability, will be evaluated and provided appropriate services to receive a free appropriate public education (FAPE). After the students enroll in Royal, an identification list will be created for students who have a disability. Parent will sign a consent form to release the academic records, so Royal can gain access to each students' records regarding special education or Section 504. The special education teacher will immediately request special education or Section 504 documents through the TREx system after identifying a student who may have a disability. After the initial identification of screening the enrollment documents, the special education teacher will contact the parents to confirm the student was receiving special education services or Section 504 accommodations. The special education teacher will set up a transfer ARD meeting with the parent at an agreed-upon date and time for both parties, and an administrator and the student's teacher of record will be in attendance. The parent will be provided with an ARD notice and an updated version of the procedural safeguards. If an interpreter is needed, the special education teacher will arrange an interpretation service for the parent. After the transfer ARD, the parent will be provided a copy of the current IEP. The special education teacher will inform and disseminate the accommodations and IEP goals to the related personnel. Progress monitoring of the IEP goals will be communicated with the parent throughout the school year at least once every nine weeks. Based on the student's IEP and FIE, the appropriate instructional services will be provided. The least restrictive environment will always be considered first. The instructional services that could be provided will be accommodations, inclusion, resource, self-contained, or homebound. If needed, Royal will provide an alternative placement.

Students with low, moderate, and severe disabilities will be served according to their IEPs by certified teachers in resource rooms or by special education aids in the regular classrooms. Depending on the level of severity, students will be pulled out and pushed in for the required services identified by the ARD committee. When necessary, additional instructional tools and accommodation will be provided. Third party vendors will also be utilized for some of the special education services such as speech and occupational therapy.

The Royal student support team will implement response to intervention (RtI) to address the needs of students' who require more intensive academic support. This student population currently does not fall under special education or 504. The student support team will meet and review student needs and progress of the interventions being implemented. Interventions will be provided by the general education teacher and support staff. Parents will be involved in this process and informed of the student's strengths and areas of need. If the student does not respond to the interventions being implemented, a parent may request an evaluation, with or without having the RtI process. With the consent of the parent, the student can be referred for an evaluation to determine eligibility and a need for special education services.

Royal will hire certified special education teachers who will receive professional development training before the school year begins and continuing throughout the school year. They will be updated on the most current research-based instructional programs, practices and strategies.

Based on the instructional setting that the students are receiving services, teachers will be equipped with the targeted strategies and accommodations that meet the students' needs. Teachers will participate in professional learning communities, where they will have the opportunity to discuss the most effective ways of reaching a diverse group of student needs. The Special Education Coordinator will train and provide updates to teachers on new laws, policies, research-based instructional programs and strategies that are effective for students with varying disabilities. The ARD committee will assess and determine the needs of each student who is eligible to receive special education services and justify the appropriate environment, where the student can progress in the general education curriculum and make progress toward mastering their IEP goals. The strengths, needs, and present levels of academic and functional performance will be defined, and the committee will use that information to create an individualized education plan. The instructional setting will be determined based upon data that supports the academic progress of the student within the instructional setting.

We will monitor and evaluate the progress and success of student with mild, moderate, and severe disabilities to ensure the attainment of each student's goals as set forth in their Individualized Education Program (IEP). All service providers will consistently document data of progress toward the attainment of each student's goals. IEP goal progress monitoring sheets will be created and provided to any teacher, aide, special education teacher, or service provider who is supporting the student and working to help the student gain mastery on their IEP goals. The progress monitoring sheets will be collected each 9-weeks and calculations will be made to reflect accurate determination of a student's progress toward their IEP goals. Each student's progress will be analyzed to ensure that they are on track to attaining their IEP goals.

Each student who is turning 14 years of age within the annual ARD year and/or is already 14 years of age will be part of the graduation and transition planning process. The ARD committee will gather information about the student's strengths, needs, interests/preferences through surveys, questionnaires and input from teachers and parents. Included in the transition plan is the course of study, annual IEP goals, coordination of services, guardianship, and alternatives. In addition, the plan will include a way to help develop the student's decision-making skills and services and supports that foster the student's self-determination and independence, including a supported decision-making agreement.

Based upon the student population and needs, appropriate fully Special Education-certified staff will be hired to provide services to the students. Professional development will be offered throughout the school year to train all staff to address the needs of a diverse student population and their learning needs. Professional Learning Communities will give staff the opportunity to acquire, develop, and implement instructional strategies to increase the student academic success.

English Language Learners

When a student enrolls at Royal Public Schools, a home language survey will be completed by the parent indicating the primary language spoken by the child and the primary language spoken in the home. If it is a language other than English, a process will determine if the student is eligible to receive ESL/bilingual services. If a student comes to Royal with LPAC paperwork

from a previous school, they will be placed in the appropriate program determined by the previous school. An LPAC review meeting will take place after the initial first 20 days of school to ensure appropriate placement and accommodations.

Structures that will be implemented to ensure that research-based instructional programs, practices, and strategies are developed and delivered to allow ELLs to master grade-level academic content and develop their language proficiency in English and the home language (if implementing bilingual programs). Royal Public Schools will train all general education teachers through professional development and on-going training throughout the school year on research-based instructional programs, practices, and strategies that are proven to be effective in helping ELLs acquire grade-level academic content. Teachers will have the opportunity to share best practices for teaching ELLs in PLC's and collaboration with the ESL department. LPAC meetings will be conducted to review ELLs' academic progress and discuss instructional strategies to be implemented to ensure continued academic success of ELLs.

The ESL department will hold informational meetings for parents of ELLs to share events, activities, ways to support their students at home and the extracurricular or curricular programs that are available to their students. Teachers will be trained to engage all students, including ELs, to participate in the extracurricular and curricular programs by discovering the strengths of the students in the classroom.

Teachers will be responsible for tracking the academic progress of their ELL students, along with implementing routinely effective accommodations to support the needs of the ELL students. At the conclusion of each nine-week grading period, teachers will document the ELLs grades and comment regarding progress. Teachers will also document the accommodations currently being implemented in the classroom to support each ELL. LPAC meetings will be conducted to review all ELL students' grades and academic progress for the nine-week grading period. This will include the ELL students who are on monitor status to review continued academic progress and growth in meeting grade-level standards. Additional supports will be discussed for any student who is not making expected academic gains at this time.

The ESL department will collaborate with general education teachers to ensure each ELL student is progressing toward attaining grade-level standards. A continuous review of student data from assessments will occur throughout the school year. Any learning gaps or areas of growth for ELL students will be addressed through support from the ESL department, small group instruction in the classroom, accommodations, strategies in the classroom, and through the ELA and math Royal Block, where individualized blended learning will be addressing the individual needs of each student.

Gifted and Talented

Royal will make sure that each student who is identified as Gifted and Talented (G/T) is able to receive G/T services. Students who participate in G/T services will gain skills in thinking, self-directed learning, communication, and research. G/T students will develop innovative end products that reflect individuality and creativity and are targeted to external audiences. G/T education is one of the crucial programs in our schools to equip scholars with the skills essential

for college, career, and life. Part of the G/T services will address the students' social and emotional needs as well. Royal's G/T program will fully meet the needs of all G/T students in compliance with the requirements found in TEC Sec. 29.121, Subchapter D and other applicable laws. Assessment – Students that are Kindergarten or new to Royal will be nominated through September by a teacher or their parents, and they will be tested and evaluated in October via Cogat (Ability Test) and NWEA MAP (Achievement Test). The GT Identification Committee analyzes quantitative and qualitative data for the eligibility of the students.

Service Design--A flexible system with many options available to provide a learning continuum throughout the district in order to meet the needs and reinforce the strengths and interests of gifted/talented students.

Curriculum—The Royal will meet the needs of G/T students by modifying the complexity, depth, and pacing of the curriculum and instruction generally provided by the school. GT teacher provides and implements a STEM-based program and Social-Emotional learning to support GT students. Also, GT teachers will be assigned PBL activities to support and accelerate the GT students.

G/T committee review meetings will be held to review GT students' progress throughout the school year. This committee will include the GT teacher, Assistant Principal and grade level teacher. Each 9-week grading period, a GT review committee will review the grades, assessment scores and work end products to determine the growth of the students participating in the Gifted and Talented Program. Areas of need for each student will be identified to ensure there is growth in those specific areas. A part of the campus needs assessment will be utilized to determine the effectiveness of the Gifted Talented Program, where the strengths and needs will be identified.

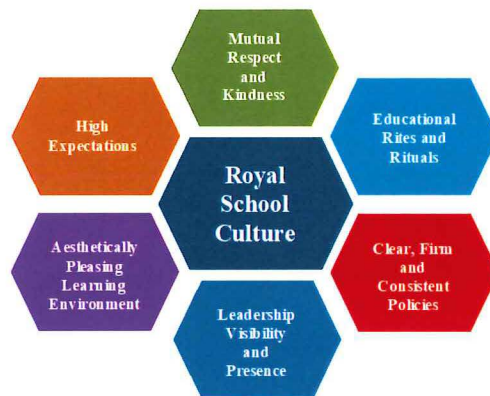
School Culture and Safety

School Culture, Shared Values, Goals, and Expectations

Royal Public Schools commits to cultivating a school culture that fosters mutual respect and dignity for all. We firmly believe that a positive school culture affects a student's ability to learn. Our primary goal is to create a welcoming environment where every student, teacher, parent, and guest is treated like royalty. It is our belief that the school leadership sets the organizational structure and tone, but every member contributes to the social-emotional learning and interactions, activities, and experiences that form the school culture. Building an exciting school culture filled with curiosity, mutual respect, commitment, engagement, and high expectations is at the center of our school design.

The essence of school culture is created through relationships between students, teachers, staff, and parents. Royal aims to serve as a community that connects stakeholders to help build skills and positively impact student learning. The key components of our culture are the academic ethos (high expectations, reading and numerical fluency, etc.) and the behavioral ethos (mutual respect and dignity for all). We will build our culture intentionally and support it with research-based interventions. The following six interwoven components will enable us to establish and maintain a school culture that is aligned with our mission and vision.

Six Components of Royal School Culture



Our integrated, highly intentional school culture will be the foundation upon which all academic achievements and outcomes are based. All aspects of Royal school life, including behavioral expectations, respectful communication, a pleasing learning environment, well-organized campus operations, classroom design, and parent engagement are all part of a comprehensive approach to support students as they achieve excellence in a wide range of skills and activities. Emphasis on a strong school culture aligned with Royal's vision will create a happy and orderly environment in which all students flourish and become responsible and productive citizens. Our routines and procedures reflect our values and were created with a purpose. Our actions and decisions will be made with our mission, vision, and goals in mind at all times. To cultivate an environment for all students who start on the first day or in mid-year, our staff will model and teach expectations for academic and social growth. Day-to-day routines will be developed with the founding team and rehearsed many times before being introduced to students. All students

and parents will be invited to an orientation to open-house meetings in which we will share the campus mission and values, and at the beginning of each year we will clearly communicate all protocols and procedures to increase learning and reduce lost time.

Student Behavior and Discipline

Our number one priority is to provide a safe environment where education can take place. To accomplish this, we will use a Positive Behavior Management program. We will promote positive behaviors that will prevent or avoid discipline issues by teaching students expected positive behaviors and rewarding students purposefully for exhibiting positive behaviors. A safe and orderly environment is established through a strong disciplinary system by following Royal's Student Discipline Policy. Our School Discipline Policy is included as **Attachment 8**, and sets out due process requirements, offenses for which suspension and expulsion are possible, and details of potential consequences and also of supports such as referrals to community mental health programs.

Dissemination of the School Discipline Policy

During the initial year, the Royal leadership team will conduct multiple open house meetings to inform our parents about our discipline policies and procedures. We will also disseminate hard copies, requiring receipt of acknowledgment. In each successive year, all new parents will have the same opportunity to hear the Royal discipline procedure in person. All returning parents will also have the opportunity to attend these informational open house meetings. Additionally, returning parents will receive a hard copy of all updated discipline policies in the mail with a receipt of acknowledgement required. Teachers will be informed about the student discipline policies by the Principal before each school year during professional development. After the school year starts, teachers will share their classroom protocols, procedures and the school's discipline procedure with students and will maintain them. Our code of conduct and/or student handbook will be available online and in hard copies for parents in both English and Spanish.

Dress Code Policy

Royal dress code policy was developed to establish a safe and orderly environment, instill discipline, and eliminate competition and distractions caused by different dress styles among students. It is the desire of the Board of Directors and Administration that students take pride in neatness, good hygiene, and maintaining a respectable appearance. This dress code encourages students to keep high standards of dress while allowing for comfort, safety, and personal preference. Students will be expected to follow this dress code every day at school. We rely on the common sense of students and their parents' and/or guardians' support in helping maintain this dress code:

- Polo-style solid short or long sleeve shirts in red, blue and black.
- Shirt must fit appropriately and cannot be more than one size larger.
- No logos, designs, or pictures on shirts of any kind other than school logo.
- No bare waists, midriffs or backs, and/or low necklines permitted.
- Properly fitting khaki pants, skirt, or shorts
- No jeans, cargo/carpenter pants, leggings, or sweatpants of any kind

- No pants, shirts, or shorts that are revealing
- No rolled-up pants
- Black or dark brown fitted belt (if worn)
- Shoes should be dark-colored lace-up or loafers with a closed toe and closed heel athletic shoes.
- Athletic shoes, leather shoes, and boots are all acceptable.
- No sandals, mules, UGGs™, high heels or Crocs™.
- No open-toe shoes or heels.
- No Heelys™ (shoes with wheels).
- All shoes should have backs or secure straps on the heel for safety.
- Shoelaces must be tied at all times.
- No long shoelaces due to safety concerns.
- No flip flops of any kind will be permitted.
- No hats, caps, or bandanas.
- Hoodies cannot be worn inside the building.
- No pullovers or sweatshirts.

School Safety Policies and Measures

We will form a Campus Safety Committee (CSC) that will meet a minimum of three times a year. The CSC will be comprised of our Superintendent, Campus Principal, parents, a local law enforcement officer, and a community member. The CSC will develop and adopt a Multi-Hazard Emergency Operation plan and a School Safety Plan (<https://txssc.txstate.edu/tools/standards-toolkit/preparedness>). We will conduct yearly safety audits based on the criteria outlined by the Texas State Safety Center (<https://txssc.txstate.edu/>). These will be self-audits, and our campus personnel will assist with compliance. All school personnel will participate in the annual school emergency and operation summit to review and practice school safety plans. All personnel will conduct safety drills in accordance with the Standard Response Protocols (SRP) as created by The I Love U Guys Foundation (<https://iloveguys.org/>).

In alignment with the SRP and with any new rules promulgated by the commissioner of education pursuant to the passage of SB11 by the 86th Legislature in 2019, the campus will hold evacuation drills (monthly, lockdown drills (per semester), and shelter in place drills (per semester). On campus, we will use school alarm systems and panic buttons, camera systems, walkie-talkies, a background check system, school messenger or similar systems, internet firewalls, and fire and smoke alarm systems. We also will install bleeding control stations in the school building and will adopt a traumatic injury response protocol.

Most importantly, Royal's ideals of school culture will be demonstrated by campus leaders and teachers every day. We expect our students to mimic the adults, thereby producing a positive school culture in which students will thrive. The student dress code, discipline policy, and safety measures, taken together, form a comprehensive system designed to promote a positive, rigorous, and inclusive academic environment for students as well as foster positive social and emotional development.

Promotion and Graduation Requirements

Promotion Policies

Our graduates will have these research-based skills and knowledge (Vander Ark 2015):

1. Mastery of core academic content;
2. The ability to think critically and solve complex problems;
3. The ability to work collaboratively (Report-Published by HP 2013);
4. The ability to communicate effectively;
5. Having learned how to learn, i.e., to monitor and direct their own learning;
6. Having developed an academic mindset, i.e., positive attitudes and beliefs about themselves as learners that increase their academic perseverance and prompt them to engage in productive academic behaviors (Report-Published by HP 2013).

Generally, Royal will promote its students from one grade to the next based on mastery of the TEKS curriculum in core subjects and 90% school attendance. Mastery is defined as a state requirement of a yearly grade average of 70 or above. Details by grade level are below.

Kindergarten: NWEA MAP Growth >10% in reading and math, information from the student's daily work, quarterly report cards, anecdotal records, teacher recommendations, and meeting the state attendance requirements for kinder promotion.

Grades 1-8: a grade of 70 or higher in any four of Mathematics, English Language Arts, Science, and Social Studies, an overall average of 70 based on course-level, grade-level standards (TEKS) for all subject areas, and having met state attendance requirements. Students in grades five and eight must also receive a passing score on their STAAR exams before being promoted to sixth and ninth grades in accordance with Texas Education Code Section 28.0211.

Grades 9- 12: meeting state attendance requirements and earning course credits

- Freshman: 0–5.5 credits
- Sophomore: 6.0–11.5 (1 credit of English I and 1 credit of Algebra I)
- Junior: 12.0–17.5 (2 credits of English I and II, 2 credits of Algebra I and Geometry, 2 credits of Social Studies, and 2 credits of Biology and Chemistry)
- Senior: 18.0-26.0 (3 credits in Mathematics, English, Social Studies, and Science)

Promotion of Students with Disabilities and ELL Students: Royal will comply with all state and federal promotion and graduation requirements for students with disabilities, Section 504, Dyslexia, and English Language Learner (ELL). Any modified promotion standards will be determined by the ARD committee and will be documented in the student's IEP. The ARD committee will decide the promotion status based on the mastery of IEP goals and objectives. According to Education Code Title 2, Subtitle F, Chapter 29, Educational Programs Subchapter A. Special Education Program, the ARD committee of a student who participates in the special education program will serve as the Grade Placement Committee (GPC) for students in fifth and eighth grade who must pass STAAR in order to be promoted to the next grade level. ELL

students' grade promotion will be determined with the coordination of the GPC and the Language Proficiency Assessment Committee (LPAC).

Communication with Parents: At the beginning of each school year, the Royal administrative team will conduct open house meetings covering promotion and graduation standards in a PowerPoint. Teachers and counselors will also discuss these policies in class with students. Additionally, these policies will be published in our Student Handbook and posted on our website. Prior to the spring break, a newsletter will be mailed to the parents reiterating the promotion and graduation requirements.

Graduation Requirements to Satisfy the HB5 Foundation High School Program

Royal will follow any and all high school graduation requirements set by the State of Texas. Currently under Texas standards, the Foundation High School Program requires all students to complete a minimum of 22 credits prior to graduation, with sub-requirements for individual subject/content areas. Beyond the state's requirements, Royal graduates will be required to earn at least 26 credits (as shown in the table below) under the Foundation Program. These include English (4), Math (4), Science (4), Social Studies and Economics (4), PE (1), Language Other Than English (2), Fine Arts (1), Electives (6). Minimum graduation credit (22) will be available based on the parents' request. We will monitor student data for being on track to graduate college and career readiness. Based on that data, our counselors will develop an individual plan for targeted, intentional, and purposeful academic supports for students who are not on track. Beyond just basic graduation requirements, we will also advise students and parents of admissions requirements for various college, career, and military options that are aligned with their future career goals. Additionally, we will seek and provide all students with many opportunities to pursue courses, internships, and extracurricular activities that are aligned with their future career goals.

Credits, GPA, and Transcripts

High School courses will be offered for one or two semesters in length. Students will be able to earn a half credit for each semester course and a whole credit for year-long courses. Students earn credits when they pass their courses with a minimum of 70% average and meet 90% attendance requirement. Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student's GPA. Weighted GPA is used to determine class rank. Unweighted GPA is used for admission to most colleges and universities, and for scholarships at in-state schools. Royal will only rank students in the top 10% of the class. A Royal student transcript will include the following information: (1) the student's name, and address, (2) graduation year, (3) endorsement track, (4) earned credit, (5) GPA and cumulative GPA, and (6) a projected list of the courses and final grades.

Students Who Cannot Meet Graduation Requirements

Royal will offer several options listed below to help struggling students graduate on-time and be ready for college and beyond.

Accelerated Instruction: Students in grades five and eight who do not perform satisfactorily on the STAAR, will participate in an accelerated instruction program. The purpose of the accelerated instruction is to provide targeted intervention to students after they have not met the standard on a state-mandated assessment. The ARD Committee will decide the accelerated instruction plan for students receiving special education services. The ARD Committee must compare the student's recent test data with his/her IEP to make sure areas of concerns identified on the test align with the goals and objectives in the IEP (<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm>).

Response to Intervention (RtI): On the basis of common assessments such as STAAR, NWEA MAP, teacher observations, and assessment data, students who are at risk of failing to meet grade-level standards will be placed in our academic intervention program considering (RtI). Assessments will be used to target specific TEKS standards and areas of need. Royal will provide these students with substantial small group and/or one-on-one instruction. A 30-minute academic support/enrichment block has been built into the school day to accomplish these interventions. As necessary, students in need of support may be asked to attend instructional sessions before or after school as well. This evidence-informed intervention will help to ensure that students may be promoted to the next grade at the end of the academic year.

Afterschool and Saturday Tutorials: Royal is committed to establishing a culture of continuous growth and improvement in which students regularly use the tutoring opportunities that are available to them. All teachers will keep regular tutoring hours before and/or after school. Based on their needs, students will be invited to come on Saturdays or holidays that fit teachers' schedules. Teachers will communicate regularly with students and parents regarding the importance of tutoring for all students and especially for those with significant performance gaps.

Counselor Meetings Starting from 8th Grade: In the transition to the second semester of the eighth grade year, each Royal eighth grade student and his or her parents/guardians will have a High School Transition Meeting with Royal's College Counselor or campus leaders to cover graduation requirements, alternative credit options, endorsements, and serve as an entrance into the college counseling process as recommended by the College Board, Inc. As recommended by the National Association of College Admission Counseling (NACAC) and College Board, Royal counselors will have one-on-one interaction with our 8th graders to understand their hearts and minds before they make any career consideration. We will use Naviance to track career profiles.

External Resources and Partnership to facilitate Promotion: As a part of the curriculum for high school students, PLTW and CTE courses will be offered. As the final credit for CTE, every student must participate in a practicum experience or independent study as a 12th-grade student. As a result, seniors will be out in the community participating in an internship, volunteering in a local community project, or studying a community issue. They will complete a project based on their practicum or independent study experience. The final product will be an essay and a presentation to a community audience. We will continue to develop meaningful collaborations with local universities, community colleges, and local businesses to develop these opportunities for our students.

Family and Community Engagement

Informing Community Members After the Charter Approval

We understand that authentically engaging our community is an essential step in the growth of our school community. The Royal application team will engage parents and community members to build an inclusive and welcoming environment throughout the next eleven months as part of our enrollment campaign.

Royal will hold multiple community events to engage the community in our vision for Royal Public Schools. We will hire a local community outreach specialist to be our point person in the community and to arrange and participate in local meetings and events, tabling sessions at local libraries, and other neighborhood gatherings. In addition to open house meetings, there will be flyers printed, mailed to, and posted at local daycares, YMCA centers, pediatrician offices, local churches, childcare centers, and other places that serve parents and children.

Our board of directors has been leading this work from the front, providing essential strategic guidance around how to engage with the community and what we should be saying about our school. To date, the Royal application team has collected over 500 surveys and has built an interest list on the Southside of San Antonio. Royal will keep these prospective parents and community supporters updated on our progress toward opening via a monthly newsletter. Once we are approved for operation, we will intensify our interaction with the local community members in-person and via social media (on our Facebook, Twitter accounts, and websites). We believe that social media will play a vital role in reaching parents and the community in the targeted area. We will plan multiple community events in high traffic areas, shopping centers, local markets, youth centers, pre-schools, daycares, and public libraries. The Royal team has already conducted community events similar places like PicaPica Plaza, Mission and Bibliotech libraries, and Urban Air activity centers.

Communication and Engagement with Parents After School is Open

Parental involvement plays an important role in students' academic success (Jarafov 2015). Because of that, parent involvement will be essential to the success of our school. We will engage our parents from the moment the application is approved, and we will involve our parents in school activities and decision-making processes. Parents will have opportunities to participate in daily school activities, after-school activities, school events, and support activities. We will create an event calendar with multiple events and opportunities on different days of the week and at different times to allow for the most flexibility possible so working families can attend activities at the school.

The following strategies will be employed to build family-school partnerships that strengthen support for learning and encourage parental involvement. These research-based activities are:

- 1) Royal Nights: In these bi-weekly meetings, the Royal academic team will talk about current instructional resources, academic programs, and show parents how they can help their children at home with their coursework.

- 2) Royal Goal Setting Workshops: In these quarterly conferences, teachers will talk to families about students' academic and social-emotional progress. Teachers will demonstrate goal-setting activities and they will discuss how these goals will be met. Specifically, teachers will train parents on content-based skills (e.g., math, reading) and expectations for children.
- 3) PTO: Our PTO will engage families in school planning, leadership, and meaningful volunteer opportunities.
- 4) Classroom Parent: Royal will meaningfully engage all parents, even those who do not want to participate in the school-wide PTO, by allowing them to adopt their children's classroom.
- 5) Recognition of Success: Royal will issue certificates for students to take home that recognize mastery of new skills, engaging parents in celebrating student successes.
- 6) Individual Conferences: We will meet regularly with parents of students who are at risk of failing.
- 7) Training for Parents: We will offer online and in-person training for parents to learn how to better support their children. Parents will be able to view the training at school or at home.
- 8) Celebration of Success: We will invite parents and the community to assemblies for student awards for academic excellence and improvement.
- 9) Volunteer Opportunities: We will request parents or community volunteers to tutor students.
- 10) Parent Resource Center: Royal's parent resource center will offer parents or students game packets or lending-library activities to use at home.
- 11) Parent Information hub: We will create an information hub for parents so that they can easily access school employees and find essential information about the school.
- 12) Royal Parent Advisory Council: We will form a small group of parents who are willing to help our school as strategic partners and work with Royal Public School Board members in their decision-making process.

To support parent involvement, we will communicate with parents in Spanish and English, and all printed material will be in both languages.

Dissemination of Information About Academic Progress and Teacher Qualifications

Royal will share information about students' academic progress with students and families via progress reports and quarterly report cards. Progress report cards and quarterly report cards will be mailed as a hard copy and sent home electronically. Additionally, parents will be able to access their student's information via our online student information system.

At the beginning of each school year, Royal will inform parents about the professional qualifications of the staff members via a letter from the Principal. Also, at the beginning of the year, the principal will conduct an open house meeting to discuss staff qualifications. Additionally, staff members' public access files will be available upon request.

Community Resources for Students and Parents

Our targeted community currently has limited education-centered resources for families. With the help of our board members, we have already developed relationships with various local and national organizations to help our families and students. Some of these organizations are Boys & Girls Club of America, INROADS, Girls and Boy Scouts of America, YMCA, Mission Library, BiblioTech Library, Families Empowered, Premier Early Learning Center, Choose to Succeed, City Education Partners, The Ewing Halsell Foundation, the DoSEUM, and the George W. Brackenridge Foundation. See **Attachment 9** for the support letters already provided. We will continue to gather more support upon approval of this application.

Additionally, to meet the health needs of students and families, TEA has listed several organizations that can assist families. Royal will be working with several outside organizations to help give a better quality of life to families. These organizations include Building Blocks for a Healthy Future, Center for Disease Control (CDC), Families First, Youth Health, Kids Health, Parent Further, Partners Resource Network, Practical Parent Education, and The Parent Institute.

Leadership and Governance

Board Structure and Qualifications

Primary Roles of the Governance Structure of the Proposed Board

The Board of Directors of Royal will provide the governance function which encompasses legal responsibilities, general oversight, planning, policy-making, and fiduciary obligations. The board members will carry out their statutory responsibilities associated with operating the proposed charter school efficiently and ethically in compliance with local and all other applicable state and federal laws and regulations.

The Royal board will empower the CEO with authority and responsibility for day-to-day operations of the proposed school, including, but not limited to, hiring and firing school staff, designing the school's curriculum, and proposing the school's annual budget. Even though the board is ultimately responsible for the success of the school, the Board will not interfere with the daily operation of the school. The Royal board's primary goal is to ensure that all necessary resources are available to the CEO to accomplish the mission and goals of the proposed school. The board members' roles include but are not limited to:

- Affirm the mission, goals, and objectives,
- Attend regular and special board meetings,
- Provide leadership to board sub-committees,
- Prepare the budget along with the principal and business manager,
- Commit time to develop financial resources for the school,
- Hire and appraise the performance of the CEO,
- Establish and maintain all policies governing the operation of the charter school,
- Ensure that the school adheres to the mission and goals outlined in the charter,
- Hold the CEO accountable for the academic success and fiscal responsibility of the school,
- Provide support to the school for fundraising, marketing, and other services as needs arise,
- Hear and render decisions on issues brought to the board's attention,
- Participate in disputes that are brought to the board's attention regarding discipline,
- Handle complaints submitted to the board promptly,
- Responsibly review and act upon sub-committee recommendations,
- Assist in identifying resources and attract resourceful people, and
- Advocacy on behalf of the school by working with local community organizations, universities, foundations and corporate entities that support education through relationships.

Additionally, the Royal board understands that the following are non-delegable duties that are set forth at 19 TAC§100.1033(b)(13)(C)(v):

- Final authority to hear or decide employee grievances, citizen complaints, or parental concerns,
- Final authority to adopt or amend the school budget or to authorize the expenditure or obligation of state funds or the use of public property,
- Final authority to direct the disposition or safekeeping of public records, except that the board may delegate this function to any person, subject to the board's superior right of immediate access to, control over, and possession of such records,
- Final authority to adopt policies governing the proposed school and its operations,
- Final authority to approve audit reports under TEC, §44.00S(d),
- Final authority to select, employ, evaluate, hire, terminate, or set compensation for the CEO.

Board Trainings

Royal board members will receive 12 hours required trainings in the areas of School Law, School Finance, Health & Safety, Accountability (Public Funds), Accountability to Public, Open Meetings, and Public Records with in one calendar year. The following years, existing members will have 6 hours ongoing trainings in these areas. The governance committee will be responsible for the nomination, orientation, training, and evaluation of board members. The governance committee will hire third-party service providers (i.e., Region 20 ESC or BoardOn Track) to receive training and board evaluation services.

Bylaws

The board will hold monthly meetings upon approval of the charter and board meetings will be conducted according to our bylaws (**Attachment 10**) and the Texas Open Meetings Act (TOMA) as set forth in Texas Government Code, Chapter 551 for any meetings relating to operations of the open-enrollment charter school. The board will publish notice of all board meeting agendas and the minutes. Both of these documents will be available publicly. The Royal board has four standing committees; Academic, Finance, Construction, and Governance committees. Board members are divided into these committees to utilize their expertise to help support the proposed schools.

Ethical Standards and Conflicts of Interest

It is important that each board member recognize that he or she is considered a public official charged with an important responsibility. In view of the fact that each and every board member is elected to his or her position by their peers and pledges to properly serve the school community, each member has a profound responsibility. Following this, board service should always serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique board will be volunteers and no board member will be paid for the services he or she provides. To this end, the board members, officers, and employees of Royal Public Schools will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the Code of Ethics and Conflict of Interest Policy (**Attachment 11**). Currently, there is no existing relationship that could pose actual or perceived conflicts if the application is approved.

Grievance Process

RPS will have two steps (levels) grievance policy. In level one; the staff or parent shall request in writing a conference with the Principal within three days from the time the event(s) causing the complaint were or should have been known. Following a conference, the Principal shall have four days to resolve the issue and respond. In level two; If the staff or parent is not satisfied with the Level-One decision, or if no timely decision is provided, the staff or parent may submit to the Principal or designee in writing a request for a hearing before the board. The request must be filed within seven days of the Level-One decision or the response deadline if no decision is made. The staff or parent shall be informed of the date, time, and place of the hearing. The board shall hear the staff or parent complaint and may set a reasonable time limit for presenting the complaint. Only written documentation and issues previously submitted and presented by the staff or parent and the school will be considered. The specific grievance policy and procedures for the parents who have students with disabilities will be available in the Notice of Procedural Safeguards and Section 504 documents under the title of Notice of Parents Rights.

Board Effectiveness and Metrics

We will work with BoardOn Track consulting company to design a self-evaluation rubric that aligns with our school's mission and vision. BoardOn Track has worked with over 500 charter schools nationwide to improve board effectiveness. Our rubric will have multiple standards or dimensions that include but are not limited to 1) mission and vision, 2) governance and policy-making, 3) fundraising, 4) community relations, and 5) school performance monitoring. Each of these areas will be scored by a scale from 0 to 4. Four being exceptional and zero being failing or unacceptable. In concert with the passage of school reform legislation by the 86th Texas Legislature in 2019, the board also will set goals related to (1) the reading performance of our 3rd Grade students and, eventually (2) the college and workforce readiness of our high school graduates.

Board Composition and Their Background

Currently, the Royal board has six members, the names and area of expertise of which are listed in table below. All Royal board members reside in Texas. None of the current board members intends or have the desire to work for the school. During the first year of operation, the Royal board intends to increase board membership to seven members so that the board can have a parent or a local neighborhood representative. Résumés and biographical affidavits for each proposed board member are listed in **Attachment 12**.

Proposed board member	Area of expertise	Brief description of experience in this area
Dr. Kenneth C. Pascal	Ph.D. in Organization and Administration in Education from UCLA, M.S. in	Dr. Pascal was the former Dean of Academic Affairs at The Art Institute of Houston for thirteen years and played a

	Educational Leadership from Univ. of Massachusetts, B.S. in Psychology from Yale, and Areas of expertise include Education, Leadership, School Organization, and Management.	leadership role in planning, budgeting, assessing educational programs, and accreditation. He also brings extensive experience in hiring and evaluation of faculty and developing curricula in design fields.
Benjamin S. Warren	MBA from Columbia University and B.S. from Vassar College. Areas of expertise include Business, Marketing, Manufacturing, Distribution, Philanthropy, Finance, Investment, Non-profit School Boards, community service, and Fundraising.	Mr. Warren has more than 20 years of leadership experience as the CEO of a multi-generational family office and investment pool of capital. He has over thirty years of executive management experience in food processing, manufacturing, and distribution.
Dr. Abelardo Saavedra	Ph.D. in School Administration from Univ. of Michigan. Areas of expertise include Human Resources, K-12 Education, Management, and Supervision at K-12 and Higher Education Levels.	As the former Superintendent of Houston ISD, the largest school district in Texas, Dr. Saavedra became known nationally for leading a system that made impressive gains in student achievement and school improvement. He has also served as Superintendent of South San Antonio ISD and Superintendent of Corpus Christi ISD. In addition to his position as a Professor of Practice at Texas A&M University, Dr. Saavedra consults for various public entities, non-profits, and private sector companies.
Harriet Wasserstrum	B.S. from Columbia and MBA from Harvard Business School. Areas of expertise include Banking, Finance, Human Resources and Management.	Ms. Wasserstrum is a former Board Chair of the American Leadership Forum (ALF) National, a network dedicated to joining and strengthening diverse leaders to serve the common good. She retired as President of ALF-Houston/Gulf Coast Chapter in 2014 and as Vice-Chair in the Texas Region of JPMorgan Chase in 2002.
Carina Cortez	B.S. in Business Management and Accounting and study abroad in Oxford. Areas of expertise include Community Service, Marketing, Accounting, and Fundraising.	Ms. Cortez is a third-generation food enthusiast who grew up in the restaurant business. Her family tradition began at Mi Tierra Café in San Antonio. Cortez regularly lends her expertise in culinary arts to support the community by sharing her talents with organizations such as the Guadalupe Cultural Arts Center, La Zona Cultural San Antonio, and on the board of

		directors of Girl Scouts of Southwest Texas. She is an active member of the business community in San Antonio.
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Organizational Chart

Proposed organizational charts (for Year-1 and at full-capacity) are included as **Attachment 13**.

Superintendent Evaluation

The Royal board's primary goal is to ensure that all necessary resources are available to the CEO to accomplish the mission and goals of the proposed school. The board members understand that the CEO has the authority and responsibility for day-to-day operations of the proposed school. The board will use an evaluation metrics (**Attachment 14**) to hold the CEO accountable for the academic success and financial viability of the school's mission and goals outlined in the charter. Evaluation metrics will be categorized under five main topics. These topics may be increased and decreased by the board as needed. Each of the metrics will be scored on a scale of three (1=Unsatisfactory, 2=Average, 3=Successful). NOTE that the following metric was created by combining of Washington State School Directors' Association handbook and Executive Director Performance Evaluation template by MPERS 2009 (#01) (#02):

- CEO as Instructional Leader/Academic Performance
- CEO on Individual Qualities
- CEO - Board Relations
- CEO - Community Relations
- CEO - Staff Relations
- CEO - Business, Operations, and Finance

As shown above, Royal Public Schools has a diverse roster of board members who have a range of skills sets. Their collective expertise is outstanding. Together they have the experience and qualifications necessary to oversee implementation of the proposed education plan, the capacity to launch and sustain the school, the ability to steward the public funds properly, and tangible ties to the community. The board's grievance policy permits ready access to the board when students or staff have concerns. Further, the board's planned regular evaluation of the Superintendent ensures that the school will stay on task for achieving its mission of academic success for the students.

Proposed Superintendent Qualifications

Qualifications

Dr. Soner Tarim (see Résumé-**Attachment 15**) is the proposed Superintendent/CEO for Royal Public Schools. Dr. Tarim possesses an incredible track record of success in the charter school sector having established the second-largest charter school organization, and the largest STEM program, in the United States as Founder and the Superintendent/CEO of Harmony Public Schools. Harmony Public Schools, a high performing K-12 public charter school network with campuses throughout Texas, consistently produces both outstanding academic and financial results.

The first Harmony campus opened in Houston, Texas in 2000 with 200 students where Dr. Tarim served as the school's founding principal in addition to his role as CEO. By 2017, Harmony expanded to 54 campuses, enrolling 34,000 students throughout the state. During Dr. Tarim's seventeen years of service as CEO, Harmony earned the reputation as one of the best charter schools in the country, with many of its campuses gaining recognition on both the U.S. News & World Report and Children at Risk high school ranking lists. Among many other accolades, Harmony was awarded the National Title I Distinguished School Award for closing the achievement gap and the school was a finalist for the 2017 Broad Prize, a prestigious award that is given to both district and charter schools for closing the achievement gap by improving the academic performance of low-income and minority students. These successes increased demand for Harmony, which resulted in a waiting list of nearly 24,000 students annually.

Dr. Tarim has been an education advocate for nearly thirty years, encouraging students to pursue studies in science, technology, engineering, and mathematics (STEM) fields. He is a driving force for STEM education throughout Texas and the United States and was recognized by the Texas Charter Schools Association as the 2017 Charter School Leader of the Year.

A luminary in the charter school community, Dr. Tarim's leadership philosophy recognizes the need to develop meaningful partnerships and to maintain open and collaborative lines of communication while developing relationships with corporate, civic, and legislative leaders. He continuously advocates for school choice within public education to provide expanded opportunities for families and students.

Over the past three decades of his professional career, Dr. Soner Tarim has developed innovative educational programs for K-12 schools and is a highly sought-after consultant and public speaker for STEM conferences. Dr. Tarim has distinguished himself as a results-oriented educator with unrivaled expertise and knowledge in developing and managing innovative charter schools.

Dr. Tarim is currently a Broad Academy Fellow, participating in a year-long education leadership program. He also completed the Pahara-Aspen Institute Education Fellowship, a two-year leadership program. Dr. Tarim holds a Ph.D. from Texas A&M University and is a trained biologist and ecologist. He taught courses in biology, ecology, general science, and physical education at the high school, college and graduate school levels and spearheaded scientific symposiums and international science Olympiads.

The CEO Salary

Currently, the proposed salary range for the Superintendent/CEO is \$130,000 to \$175,000 depending on student enrollment and fundraising efforts led by the Superintendent/CEO. This amount was determined by reviewing the salary schedule of similarly sized charter and public schools and factoring in Dr. Tarim's experience and salary. We feel that Dr. Tarim's salary will be justified by his successful charter school experience and his ability to obtain philanthropic support through local and national foundations. The board will conduct an annual performance review to determine the renewal or non-renewal of the Superintendent/CEO contract.

Succession Plan

Since the proposed school is small, we are still in the process of developing a succession plan. Royal has a unique educational model and teaching methods. Therefore, we would like to grow school leadership from within its ranks with close supervision, shadowing and mentorship programs. Dr. Tarim believes strongly in the importance of a succession plan and cultivating leadership from senior teacher ranks as the school develops. Throughout his previous years of developing successful charter schools, he mentored a large cohort of school leaders who currently hold positions of leadership in various charter and district schools.

Proposed Instructional Leadership Team

Two leadership positions have been identified already for Royal Public Schools, the Superintendent/CEO and the campus principal. Additional members of the instructional leadership team such as assistant principals, counselors, and instructional coaches have not yet been hired.

Dr. Soner Tarim will serve as the Superintendent/CEO, and Mr. John Subas will serve as the founding Principal. Collectively, they have over thirty-five years of experience operating high-performing charter schools in the state of Texas. Both individuals have successfully implemented a STEM school model and have demonstrated an exceptional ability to incubate and replicate that school model multiple times (**See Attachment 17**). They have experience educating students with special needs and students with limited English proficiency and have produced outstanding results. Under the combined leadership of Dr. Tarim and Mr. Subas, the school campuses under their prior leadership received the maximum of seven distinguished designations awarded through the Texas Education Agency's academic accountability rating system.

Roles and Responsibilities of School Instructional Leadership Team

In addition to the Superintendent/CEO and campus principal, the Royal Public School System instructional leadership team will consist of an assistant principal, counselor, and instructional coaches. The number of these positions may increase as enrollment increases. Primary roles of these team members are to (a) assist the Superintendent/CEO and campus principal in making decisions to manage the school, (b) provide guidance to the entire organization to implement the mission, vision, and core values of Royal Public Schools, (c) monitor student progress, school culture, and stakeholder (staff, parents, students, and community) satisfaction to ensure that the school produces results and achieves stated goals, and (d) determine gaps in student performance and eliminate them using continuous improvement methods.

Mr. Subas will be the founding principal of the proposed school, and his resume and biography are included as **Attachment 17**. Mr. Subas earned his master's degree in Education, and completed principal and superintendent certification programs, at the University of Texas at Tyler.

Mr. Subas has over fifteen years of teaching and administrative experience in public charter school systems and has been a principal at the elementary, middle, and high school levels. He led the transformation of three different schools from low performing to distinguished, recognized by the Texas Education Agency, The Washington Post, Children at Risk, Newsweek, and U.S. News & World Report Magazine.

Mr. Subas began his career as a middle school science teacher and was highly regarded for his solid background in science content, his classroom management skills, and his belief in a foundation of literacy. Throughout his career, Mr. Subas has also served as Dean of Academics, College Guidance Counselor, Department Head, and Mentor Teacher. He was also the coordinator of the following departments and programs: Special Education, English as Second Language, Gifted and Talented, Title I, AP, Dual Credit, and Assessment & Evaluations.

Mr. Subas views collaboration as a key component to creating a n effective school for teachers and students. He believes partnerships with parents and community stakeholders will be essential to enriching the experience at Royal Public Schools. Mr. Subas' goals are to ensure targeted, intentional, purposeful programs in order to provide each student with the academic, social and cultural skills needed for optimal growth and development. He believes that a committed staff, instructional effectiveness, and a positive attitude in a safe and orderly environment, will ensure all students are able to achieve greatness.

Additional Instructional Team Members

Assistant principals, counselors, and instructional coaches have not yet been hired. The roles and responsibilities of these positions are listed in **Attachment 18**. Upon approval of the charter in September 2020, job descriptions for each of these positions will be posted on job search websites. We anticipate filling these positions in mid-November to allow the school enough time to develop these roles. Until these positions are filled, as an applicant team member, Mr. Helwig will play a key role in operations.

Blaine Helwig is a locally and nationally recognized campus administrator and was the J. Walter Graham Elementary Principal in Austin ISD for 9 years. In that time period, J. Walter Graham Elementary (an urban Title 1 school) experienced dramatic and sustained academic success with typical inner-city challenging student demographics. From 2009 to 2016, Graham Elementary School's academic performance earned exemplary accountability ratings and every possible academic distinction by the TEA. The school was honored as a 2012 National Blue Ribbon School recipient, and the campus was featured as a National Blue Ribbon Profile School for academic excellence on the U.S. Department of Education's website. In 2012, Mr. Helwig was recognized by the U.S. Department of Education as one of seven recipients in the country with the prestigious Terrel H. Bell Award for school transformation for producing outstanding student achievement for all their students regardless of race, language proficiency and socioeconomic status. He was also the recipient of the Central Texas HEB Principal Excellence in Education Award and a five-time nominee and a two-time finalist for Austin ISD Principal of the Year. Currently, Blaine Helwig is a curriculum writer, a Title 1 education consultant in rural and urban school transformation (Resume included in **Attachment 21**).

School Leader Support and Evaluation

Royal will utilize the Texas Principal Evaluation and Support System (T-PESS) to support, develop, and evaluate school leaders for each year (**Attachment 19**). The Superintendent/CEO will evaluate school leaders based on the five standards. As a first step, the Superintendent/CEO conduct an orientation regarding T-PESS and will go over the five standards and their alignment to Royal's mission and vision. Following this, the instructional team members will complete the self-evaluation and will meet with the Superintendent/CEO based on that review. Each team member will set professional and personal goals that are related to student success.

Throughout the year, school leaders will collect data and attend professional development training, including internal professional development opportunities. The Superintendent/CEO and principal will meet continuously throughout the year to monitor student academic

achievement and evaluate the principal's progress toward attaining set goals. These meetings will culminate in a year end analysis where all five standards and goals will be evaluated. A system of support and development will be implemented as necessary. Those standards and indicators are listed at <https://tpess.org/appraisers/standards/>.

Royal's proposed instructional leadership team is outstanding. The Tarim/Subas duo has a proven track record of academic success and the board looks forward to leveraging this duo's expertise to serve the students of South San Antonio. The board is confident that this team has the collective expertise to implement the proposed educational model effectively and to attract like-minded instructional leaders to fill vacant positions. Mr. Helwig is a superb addition to the team considering his experience, awards and expertise. The planned performance evaluation tools will be used properly to push for continual improvement and to yield even greater academic success for our students.

Proposed Financial and Operations Leadership Teams

Financial Team's Qualifications

Royal Public Schools will employ a Chief Financial Officer (CFO) and a Chief Operation Officer (COO), though neither position has been hired yet. Similarly, other members of the executive team have not been identified and will not be hired until the central office is established after Year 5. These executive positions will be filled once the organization has reached an enrollment large enough to sustain these positions efficiently. Job descriptions of these central office positions are listed in **Attachment 20**. Even though we will not hire a CFO in our initial year, our current CEO and the majority of Royal Public Schools' Board members have in-depth knowledge and experience in finance and accounting, including school finance. Dr. Tarim successfully operated one of the largest charter school organizations in Texas with an annual budget of \$400 Million. He also successfully completed nine bond finances totaling over \$500 million. Since the introduction of the Financial Integrity Rating System of Texas (FIRST), Dr. Tarim's schools have always received superior ratings.

Additionally, one of the application team members is a CPA and state-certified financial auditor (Mr. Ben Gomez). Three board members (Dr. Abelardo Saavedra, Benjamin Warren, Harriet Wasserstrum) will form a Board Finance Committee to implement our financial plan successfully. Dr. Saavedra was formerly the Superintendent of Houston ISD, the largest public school system in Texas. Ms. Wasserstrum retired from the banking industry. Mr. Benjamin Warren has been an entrepreneur, investor, and business owner of multiple successful companies. Collectively, they have tremendous experience in budget development, financial management, accounting, internal control, and fundraising. All Royal board members will receive charter school accounting and finance training on all performance indicators, including TEA's CHARTER FIRST rating system. This is necessary because the board needs to understand the key quantitative and qualitative financial information required to properly steward the public funds distributed to the proposed school.

Operation's Team Qualifications

Operation team members have not yet been identified. During Year 1, we will hire only an operation specialist (**Attachment 20**, Job Description). Currently, the proposed application team members (Dr. Soner Tarim, Principal Mr. Subas, and Blaine Helwig) will handle operational tasks until the positions are filled. Collectively these individuals have a deep understanding of general operations, facility acquisition, talent management, policy development, contract execution, student recruitment, and school safety. The operation team has successfully executed these school operational activities numerous times over the course of the last 20 years for 4,000 employees and over 55 schools. Dr. Tarim's and Mr. Subas's short bios and resumes are provided in the previous sections. Until these positions are filled, as an applicant team member, Mr. Ben Gomez will play a key role in finance and operation along with proposed leadership team. Mr. Gomez intends to offer his services pro bono.

Mr. Gomez graduated from the University of Texas at Austin with a BBA in Accounting. He began his career with the international accounting firm of KMG Main Hurdman prior to starting

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his own firm in 1985, Ben Gomez & Company. He is listed as independent financial auditor by Texas Education Agency and has been performing financial audits for many charter schools in Texas.

PEIMS Coordinator

Royal will employ a PEIMS coordinator from the beginning of our first year of operation. The PEIMS coordinator must have at least a high school diploma, though a bachelor's degree is preferred. The PEIMS coordinator shall have: (a) at least a 2 years of experience preferred in a public school administrative support position, (b) experience with the PEIMS, TSDS, and TREx, (c) in-depth knowledge in computation and data management, (d) experience in record keeping and organizational skill to retain accurate and auditable data, and (e) the ability to meet set deadlines. The starting salary range will be between \$45,000 and \$55,000.

The PEIMS Coordinator will be charged with the following duties and responsibilities: (1) working cooperatively to collect/organize/format data required for submitting PEIMS data, (2) running and editing reports, and checks and ensuring PEIMS data accuracy, (3) making edits and distribute reports to appropriate staff for analysis, verification, and correction, (4) submitting complete and accurate PEIMS data to ESC and TEA in prescribed forms, (5) verifying data submitted to TEA and submit corrections in a timely manner, (6) providing training/support to campuses and personnel staff responsible for processing PEIMS data, (7) receiving PERMS-related information from ESC and TEA and disseminate to other staff in a timely, (8) attending all regional PEIMS workshops and disseminate information to appropriate staff, and (9) compiling, maintaining, and filing all physical and computerized reports, records, and other required documents. The PEIMS Coordinator will perform accurate data submissions to TEA in the fall, at mid-year, and during the summer. The PEIMS coordinator will attend training according to the educational service centers' training schedule before the school starts. These training are: (1) Student Attendance Accounting Handbook, (2) Data Standards (TEDS) Fall & Mid-Year, (3) PEIMS Staff Data Reporting, (4) PEIMS Student Discipline, (5) TEDS Navigation Overview, (6) TREx Overview, (7) Attendance, and (8) A Summer and Extended Year Submissions.

Implementing the Financial Plan

Once fully staffed, we expect for the Operations Team to effectively implement the school's financial plan. They will have sufficient expertise and experience in all aspects of sound financial operations for public charter schools and will have ready access to and support from the finance-minded members of the board. Further, our PEIMS Coordinator will be well-trained and well-positioned to exercise his or her responsibilities timely and with the acute precision required for the role.

Performance Management

Tracking School Performance

The current Charter School Performance Framework (CSPF) provides great guidance for our school leaders and the governing board to set meaningful performance goals and periodically monitor progress to hold all stakeholders accountable for academic success, financial stability, and operational effectiveness. The CSPF accountability system not only gives an overall performance rating to each school but also indicates how the school is closing performance gaps among subgroups through achievement and growth measures and places a strong emphasis on the English language proficiency of ELL students. We will use this framework as baseline to assess overall school performance.

Our senior leadership will identify a set of key performance indicators (KPIs) in the Charter School Performance Framework and develop a dashboard to track ongoing progress for each KPI. The metric goals will include overall school ratings (scale score), STAAR achievement and growth targets for each grade level across subgroups, and growth in English language proficiency for ELs via TELPAS. We will create interim assessments and benchmarks to measure progress well before our students take their STAAR assessments in the spring. This will create a cycle of continuous accountability and data analysis for our teachers, school leaders, and governing board members. We will use Gantt charts and clearly established timelines, deliverables, and milestones to scope out key tasks and activities and track accountability for them. In addition to these academic metrics, we will also include KPIs to track attendance, discipline referrals, social-emotional metrics, student behavior trends, etc. The Royal board will also set and review academic, financial, and operational, performance indicators three times a year. The CEO will present these performance indicators at the beginning, middle, and end of the school year as they become available. The CEO also will review the performance indicators towards the end of the initial 5-year charter term as the organization is preparing its renewal application with TEA.

Academic Performance Indicators

Goal 1: Students will demonstrate mastery and growth in English Language Arts and Reading as measured by both the STAAR Assessment and the NWEA-MAP, or similar reading assessment.

STAAR and STAAR EOC Reading Assessments:

- The percentage of students in grades 3 to 11, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the reading STAAR exam, will meet or exceed that of students in the same tested grades in the local school district.
- 70% of the students who have attended the school for three academic years, or more will perform at "approaches," "meets grade level" or "masters grade level" on the third grade STAAR reading exam.
- 75% of the students who have attended the school for four academic years or more will perform at "approaches," "meets," or "masters grade level" on the fourth grade reading STAAR exam.

- 80% of the students who have attended the school for five academic years or more will perform at "approaches," "meets," or "masters grade level" on the fifth grade reading STAAR exam.

NWEA-MAP

- At least 75% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.
- At least 80% of each cohort of students attending for three or more years will read at or above grade level as defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.
- At least 90% of each cohort of students attending for four or more years will read at or above grade level as defined by performance on the NWEA-MAP reading comprehension or similar reading assessment.
- The average annual increase of percentiles among Royal Academy students on the reading assessment portion of the NWEA Map will average 5 points of growth per year until the average percentile score reaches 75%.

Goal 2: Students will achieve mastery in Mathematics.

Students will demonstrate mastery and growth in mathematics as measured by both the STAAR Assessment and the NWEA-MAP or similar math assessment.

STAAR and STAAR EOC Math Assessments

- The percentage of students in grades 3 to 9, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the math STAAR and Algebra 1 exam, will exceed that of students in the same tested grades in the local school district.
- 70% of the students who have attended the school for three academic years or more will perform at "approaches," "meets," or "masters grade level" on the third grade STAAR math and STAAR EOC exam.
- 75% of the students who have attended the school for four academic years or more will perform at "approaches," "meets," or "masters grade level" on the fourth grade math STAAR and STAAR EOC exam.
- 80% of the students who have attended the school for five academic years, or more will perform at "approaches," "meets," or "masters grade level" on the fifth grade math STAAR and STAAR EOC exam.

NWEA-MAP

- At least 75% of each cohort of students attending for two or more years will perform at above grade level as defined by performance on the NWEA-MAP math comprehension or similar math assessment.
- At least 80% of each cohort of students attending for three or more years will perform at or above grade level as defined by performance on the NWEA-MAP math comprehension or similar math assessment.

- At least 90% of each cohort of students attending for four or more years will perform at or above grade level as defined by performance on the NWEA-MAP math comprehension or similar math assessment.
- The average annual increase of percentiles among Royal Academy students on the math assessment on the NWEA Map will average 5 points of growth per year until the average percentile score reaches 75%.

Goal 3: Students will achieve mastery in Science.

- The percentage of students in grades 5 and 8 who have attended the school for more than three years and score "meets grade level" or "masters grade level" on the science STAAR and Biology exam, will exceed that of students in the same tested grades in the local school district.
- At a minimum, 80% of the students who have attended the school for three academic years or more will perform at "approaches," "meets," or "masters grade level" on the fifth-grade science STAAR exam.

Goal 4: Mastery in Social Studies

- The percentage of students in grade 8 who have attended the school for more than three years and score "meets grade level" or "masters grade level" on the Social Studies STAAR exam, will exceed that of students in the same tested grades in the local school district.
- At a minimum, 80% of the students who have attended the school for three academic years or more will perform at "approaches," "meets," or "masters grade level" on the eighth-grade Social Studies STAAR exam.

Goal 5: College & Career Readiness Goals

- 100% of students will graduate with at least one Advanced Placement (AP) or Dual Credit course with a passing grade on their transcripts.
- At least 60% of high school students will be enrolled in AP or dual credit courses.
- At least 80% of students enrolled in AP courses will take AP exams.
- At least 50% of students who take AP exams will receive a passing grade of 3 or above.
- The proposed school will be in the top 20% when compared to the public schools with similar demographics in San Antonio for mean SAT scores in Math, Critical Reading, and Writing for all students who take the SAT.
- The proposed school will be in the top 20% when compared to the public schools with similar demographics in San Antonio for mean ACT scores in English, Math, Reading, and Science for all students who take the ACT.

Goal 6: Enrollment / Attendance / Graduation/ School Rating

- The annual average daily attendance rate will meet or exceed 95%
- The annual drop-out rate will be lower than 1%.
- Annual graduation and college acceptance rates will be at 100%.
- Student retention rate after the third year will meet or exceed 85%.
- By the end of the 3rd year, all campuses will receive A or B ratings.

Financial Performance Indicators

The following specific metrics were retrieved from the TEA's FIRST rating system for charter schools. We will use these indicators for the proposed school. Our threshold for success is to obtain the Superior rating at the end of our third year of operation.

- Submission of the annual financial report (AFR) to TEA within 30 days of the proposed school's fiscal year end date.
- Receiving an unmodified opinion in the AFR on the financial statements as a whole.
- Being free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds per external independent auditor report.
- Reporting and making timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies.
- Having a total net asset balance in the Statement of Financial Position for the proposed school greater than zero.
- Having a reasonable number of days of cash on hand and current investments for the proposed school sufficient enough to cover operating expenses. This calculation will use expenses, excluding depreciation.
- Having the measure of current assets to current liabilities ratio for the proposed school sufficient to cover short-term debt.
- Having the ratio of long-term liabilities to total assets for the proposed school sufficient to support long-term solvency.
- Having the proposed school's revenues equal or exceed expenses, excluding depreciation.
- Having the debt service coverage ratio sufficient to meet the required debt service.
- Having the proposed school in compliance with the payment terms of all debt agreements at fiscal year-end.
- Having the proposed school's administrative cost ratio equal to or less than the threshold ratio.
- Having the proposed school not have a 15 percent decline in the students to staff ratio over three years.
- Having the comparison of Public Education Information Management System (PEIMS) data to like information in the charter school's AFR result in a total variance of less than 3 percent of all expenses by function.
- Having the independent external auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.

Performance Information Collection and Improvement

The board and school leadership will use a data dashboard displaying the KPIs described above to monitor our performance. Our teachers and school leaders will be trained on processes and protocols for holding periodic data meetings with their teams to review trends and performance gaps as well as bright spots and ways to leverage strategies to sustain growth. Professional learning communities (PLCs) will play a critical role in making sure teachers own the data and know how to act on it. They will go through a cycle of inquiry during PLCs, which will include data analysis, sharing/modeling instructional strategies, creating common formative assessments, and making RtI plans. Our PLCs will be governed by a guiding coalition led by the principals, and each PLC team will follow the structure defined by DuFour to answer the four essential questions:

1. What do we expect Royal students to learn? (Goals/Expectations)
2. How will we know they are learning? (Assessments)
3. How will we respond when Royal students don't learn? (Interventions)
4. How will we respond if Royal students already know it? (Enrichment)

When our schools fall short of academic expectations, we will look at data, talk to teachers and principals, do a root cause analysis if needed, and develop an action plan to improve. These plans will most likely include targeted professional learning, revising/upgrading our curriculum, adding new resources for teachers, investing in team building, social-emotional learning, and strong RtI practices.

Board Members with Experience to Lead Assessments

Dr. Tarim and founding board members Benjamin Warren and Dr. Kenneth C. Pascal led the process for determining our proposed academic performance indicators. These members have expertise in leadership and policy, curriculum and instruction, developmental psychology, nonprofit finance and governance, and school law. Along with this expertise, our team is familiar with the educational needs of our target students. All of the board members have the capacity to lead review of Royal's financial and academic KPIs. Three bring direct expertise and experience to this effort:

Dr. Abelardo Saavedra: Former ISD Superintendent

From his start as a classroom teacher, Dr. Saavedra has worked to improve opportunities and outcomes for students in Texas. He is currently a Professor of Practice at Texas A&M University. He has served as Superintendent of South San Antonio ISD, Superintendent of Corpus Christi ISD, and Superintendent of Houston ISD, where he became known nationally for leading a system that made impressive gains in student achievement and school improvement. He brings wide-ranging experience in every aspect of the school. He holds a PhD from the University of Michigan.

Dr. Kenneth C Pascal: Former Dean of Art Institute of Houston

Dr. Pascal was Dean of Academic Affairs at The Art Institute of Houston for thirteen years and played a leadership role in planning, budgeting, assessing educational programs, and accreditation. He brings extensive experience in academic growth and developing curricula in design fields. Prior to that, he was an Associate Dean of Extended Education at California State

University, Fresno, and an Assistant Professor in Extension at Virginia Polytechnic Institute and State University. He worked ten years in training and development as Senior Instructional Developer for Hughes Training, Administrative Director of Education, Organization Development, and Instructional Design at Valley Children's Hospital, Director of Training at Verdisys.com, and President of Career mentors. Dr. Pascal's Ph.D. in the Organization and Administration in Education from the University of California, Los Angeles. He holds a BA from Yale University and a PhD from UCLA.

Benjamin Warren: Owner, ITC Trading Co.

Mr. Warren has more than 20 years of leadership experience as the CEO of a multi-generational family office and investment pool of capital, as well as over thirty years of executive management experience in food processing, manufacturing, and distribution. As a successful entrepreneur in the food business, Mr. Warren has built, managed, and sold market-leading food businesses with extensive operations across the United States. He is also a dedicated community leader with a deep sense of passion for educating, caring for, and changing the lives of challenged and underserved populations through a variety of organizations. Mr. Warren has been an avid supporter and longtime trustee of KIPP Public Schools. He holds an MBA from Columbia University.

In sum, Royal has developed meaningful and measurable performance targets that will be used to evaluate the school's academic, financial and operational performance. The school administrators are prepared to hit the targeted KPIs set forth herein and as they may be amplified after the charter is awarded to comply with the goal setting provisions of HB3 passed in 2019 by the 86th Texas Legislature. The board will continually monitor the performance of its entire portfolio. The board will celebrate the portfolio's success and will oversee any re-tooling and corrections necessary for improvement.

Talent Management and Development

Strategy, Plan, Timeline, to Recruit and Hire Teachers and Support Staff

Royal Public Schools will hire mission-driven, dynamic, highly qualified, enthusiastic, degreed individuals. The CEO and school principal are responsible for identifying, recruiting, and hiring the most qualified teachers to meet the school's educational needs. All core subject area teachers will be highly qualified in the subject that they teach. To identify potential candidates, we will foster partnerships with educational organizations, universities, and alternative certification programs as well as conduct community outreach.

Teachers and staff will promote a whole child vision of college, career, and citizenship from day one. Our teachers will embody the following skills and attributes:

- Professionalism in written and spoken language
- Adaptability and awareness when approaching the individual academic needs, including a willingness to learn new teaching techniques and strategies to meet these needs
- Ability to implement individualized blended learning plans

Potential teaching candidates should demonstrate a strong work ethic, adaptability, dedication and content knowledge. Additionally, all teachers and staff must effectively serve English language learners, students with disabilities, and other student groups. We will hire experienced teachers as well as novice teachers to create a diverse learning experience. We will host possible candidates during the year as interns from local and national universities and education programs to create a symbiotic relationship. The student body will benefit from the additional perspectives while the intern completes his or her fellowship and works towards a possible permanent position upon completion.

The task of teacher recruitment and retention is multi-faceted and ever-changing. Ultimately, every Royal student deserves an effective, dynamic teacher. To this end, Royal will utilize the following recruitment and retention strategies:

- Year-round recruitment and selection to make sure the best candidates are hired. The CEO will build systems that will use stakeholders and other staff members for recruitment.
- Deep emphasis on retention. Recruitment and retention are inextricably linked and will be continuously improved upon.
- Royal will seek out ways to inspire a sense of belonging for the purpose of teacher retention. We will use onboarding teams led by teachers at each school to welcome and connect new hires through onboarding activities.
- Build multi-channel recruitment campaigns. We will use the latest marketing tools and relationship-building recruiting activities. In a recent Pew Research Center Study, 79% of Americans use online resources for job seeking. Most successful schools and districts are now leveraging the power of social media, video, webinars

and other digital platforms to ensure they are reaching and attracting new candidates; Royal will do the same.

- Implement key levers for school improvement and staff retention, including formation of instructional leadership teams and professional learning communities, as well as providing instructional coaching and teacher leadership opportunities.
- Overall, we will develop strong employees by prioritizing recruiting, investing in professional growth opportunities, and building a positive workplace culture.

We will recruit educators by attending university job fairs, holding district job fairs, and hosting a meet-and-greets. We will host hiring events for school support staff (e.g. paraprofessionals, office staff, custodial and food service personnel). We will partner with alternative teaching programs to recruit their students who are seeking ESL and SPED certifications. Our special education program will be run by a certified special education program coordinator. The coordinator will oversee the special education program to ensure we follow TEA regulations and meet the needs of students.

We believe a well-planned recruitment calendar is critical for effective hiring. Therefore, our hiring activities will start right after the school's approval in October 2020. In November 2021, all needs will be identified, and targeted advertisements and marketing activities will begin, starting within the targeted school area. In December 2021, we will attend the Trinity University's graduation and job fairs. In January 2021, we will meet with potential candidates and select the top contenders, who will be asked to present sample lessons in another round of interviews the following month.

Royal will evaluate the effectiveness of our talent management as part of our annual reviews and reports. We will promptly identify potential problem areas and align recruitment strategies to address these concerns. For example, if the school has a high need for ESL-certified teachers, the board of directors could grant a signing bonus for ESL-certified educators.

Other personnel, such as a librarian, medical assistant, and IT specialist will have strong working knowledge in their fields. Certification/licensure, in addition to a college degree, will be an extra credential for filling these positions. The school will conduct criminal background checks on all employees working in the school prior to their employment, as well as on individuals who will volunteer in the school ten or more hours per week prior to volunteering.

All personnel will have a firm commitment to:

- The school's mission and vision
- High academic standards for all students
- Individual and team contributions to the school's goals
- Respect for all school stakeholders

We are also committed to supporting college students, especially minority students, pursuing degrees in education. We will endeavor to provide financial support such as fellowships, scholarships, and forgivable loans and academic support such as counseling, tutoring, and mentoring.

Hiring and Background Checks

The principal will be responsible for implementing Royal's ongoing recruitment and hiring procedures. The principal will use strategies, such as those described above, as well as intentional recruitment of specific individuals who come to his attention. The CEO, principal, and applicant team will form a hiring committee the first year of the charter. Our hiring and interview process will be streamlined and organized. The steps include:

- Cover letter: Potential candidates will be required to submit a cover letter and resume that will be reviewed by using a rubric focused on content knowledge, pedagogy, classroom management, and Royal's mission and vision. A critical aspect of the cover letter is to showcase an ability to grow and master tasks through his or her educational and work experiences, as well as the ability to perform relevant responsibilities and duties.
- Resume: Potential candidates will also be required to submit a resume that will be reviewed against a rubric. This resume should include accomplishments and qualifications in the intended content area. Candidates who meet the preceding requirements will receive an invitation to move on to the next step in the hiring process.
- In-person interview: Interview questions will be structured according to a specific pattern i.e. situation, task, action, and the result of the situation. As an example, "Describe a time when you were faced with a stressful situation that demonstrated your coping skills?" The hiring team will pay attention to how the candidate identified, addressed, and solved the example situation. Candidates will also be asked data driven and Royal mission related questions to make ensure candidates possess proficient knowledge of Royal and its vision. Asking content knowledge questions will ensure that the candidate will be able to address the proper grade level TEKS.
- Second in-person interview with sample lesson: Potential candidates will be expected to conduct a sample lesson in a specific subject covering specific content. The lesson should consist of 'I do', 'we do', and 'you do' segments. A T-TESS rubric with the appropriate domains will be assessed during the sample lesson. We will give immediate feedback and ask questions that pertain to the candidate's teaching strategies and lesson mechanics.
- Reference Check: Reference checks will be conducted for potential candidates selected following the second interview.
- Offer: Written offers will be extended to candidates. A background check and mandatory fingerprinting will occur before employment begins.

After the first year, the principal will have significant input over the hiring and firing decisions at the campus level. The principal may invite personnel including the assistant principal, an instructional coach, a department head, the special programs coordinator, and/or a teacher to participate in the applicant interviews, but the Superintendent will be looking mainly to the Principal to make hiring recommendations.

We will run background and reference checks. All staff members will be required to clear a background check before employment begins. The PEIMS coordinator and Operations Specialist will be hired as early as possible so that they can attend required child nutrition programs or PEIMS-related training. There will be monthly HR meetings in order to continuously measure

our progress and strategies. During the hiring process, we will involve our other staff members as much as possible.

Obstacles to staff recruitment: Our experience teaches us that high-quality candidates may be apprehensive about the prospect of joining the staff of a new school. Knowing this, we will speak candidly to candidates about the challenges of being on a founding team and about the rewards of helping to create and sustain a high-performing school. We have found that the best educators are more inspired by the rewards than they are afraid of the challenges.

Once the initial hires are accomplished for Year 1, Royal intends to deploy the staffing model depicted in **Attachment 22**. As we grow, we expect for our staffing plan reflect future charts, also depicted in **Attachment 22**. The staffing plans on these charts are consistent with the school's budget, student enrollment projections, and staffing plans for the respective years. At **Attachment 23** we include the supplemental human resource forms for each position depicted on the staffing charts.

Unforeseen Staff Shortages and Dismissal

Despite our best efforts to hire well and to retain well (as will be discussed in an upcoming section of the application), we recognize that our staff size may decrease because of unforeseen staff shortages and/or the necessity to make dismissal decisions in the best interest of the students.

Unforeseen Staff Shortages: In the case of staff shortages, we will utilize available staff members and outsource some of the back-office work. Additionally, we will work with local staffing companies and substitute teacher agencies for long-term hiring. In order to be ready for any future shortages, we will create MOUs and develop good working relationships with staffing agencies long before we have a staffing crisis. We will reach out to the other charter organizations and ask if they would share their candidate pools with us. Furthermore, we can advertise in nearby major cities to attract talent.

Based on our years of experience, we know we may face some challenges finding qualified teachers in the following subject areas: all STEM subjects, ESL, and Special Education. We will employ aggressive hiring practices to identify and attract highly qualified individuals in these areas, strategies including, but not limited to, offering career advancement opportunities, salary increases, and additional compensation packages all within our safe and supportive school culture.

Dismissal: If an employee's performance is not proficient, even after the individual has been provided ample notice and had a reasonable opportunity to improve their performance, then the school administration may determine to terminate an employee. Termination is the option of last resort. An individual will be terminated only if and when it becomes clear to the school administration that the employee's performance seriously or persistently offends Royal's school culture, fails to produce positive student outcomes, or in some other manner demonstrates that continued employment is not in the best interest of Royal students.

Professional Development and Evaluation

Professional Development Plan

Our school will put together a task force composed of key stakeholders to draft a professional learning framework. This framework will communicate the essentials (the what, why, and how) of professional development to all educators; articulate our professional learning vision and beliefs to institutionalize professional learning across the organization; and include norms and standards to ensure professional learning is designed, delivered, and implemented with rigor and fidelity in accordance with our school mission, vision, and beliefs. This unique professional learning framework will be grounded in research by Association for Supervision and Curriculum Development and include the following components:

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires leaders who develop a capacity, advocate and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for the implementation of professional learning for long-term change.
- **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

(<https://learningforward.org/docs/defaultsource/pdf/standardsreferenceguide.pdf>)

Professional development (PD) will be conducted both internally and externally. While we believe we have the internal capacity at the district level to conduct professional development on our own, we will bring in external providers at times to leverage expertise outside of our organization. This will include Educational Service Centers as well as other state-wide and national PD consultants with proven positive outcomes. We will offer differentiated professional development with multiple delivery methods to ensure that the experience is personalized and

tailored to the needs of individual educators as opposed to a one-size-fits-all approach. Our primary focus with regards to professional development will be two-fold: alignment to curriculum and instructional focus areas and impact on school change, instruction, academic achievement, and other student factors.

Professional Development Schedule

Our school-year calendar includes ten business days of professional development (PD) before the academic year begins. Out of these summer days, three days will be dedicated to new teacher orientation while the remainder will be for new and returning educators. The school will compensate new teachers for the three additional PD days for orientation according to a competitive daily training stipend. The remaining summer PD days will be part of a teacher's annual employment agreement. During summer PD sessions, the following topics will be covered in-depth to imbue all teachers with confidence as they step in front of the class on the first day of school:

- Establishing a classroom culture and climate
- Setting expectations, norms, and routines for a well-functioning classroom
- Student engagement
- Effective questioning and habits of discussion to increase rigor and engagement
- Formative assessment, checks for understanding, and exit tickets
- Scaffolding & Gradual Release Model
- Curriculum Training: Finding and using curriculum resources effectively
- Lesson planning, design, and pacing
- Data analysis
- Response to Intervention (RtI)
- Blended Learning
- Project-Based Learning
- Social-Emotional Learning

The Texas Administrative Code requires 30 hours per year of continuing education for all state teachers. Royal's PD will exceed this minimum requirement in order to provide continuous growth for teachers and administrators and to provide the best education possible for our students.

Royal will have three strands of PD that will support the effective implementation of our education program. There will be district-level training for new and returning teachers. New teachers will be exposed to Teach Like a Champion (TLAC) strategies and the Fundamental Five Practices. They will also receive training in professional roles and responsibilities. TLAC and Fundamental Five will contribute to Royal's mission by creating classrooms that are engaging, have a rigorous math and literacy approach, and reinforce knowledge and skills through reading and numerical fluency. Campus-level PD will further support effective implementations by diving deeper into Teach Like a Champion and Fundamental Five Strategies. Teachers will also receive training on STREAMS-360, which is aimed at developing curiosity in every child and creating a well-balanced student. Finally, individualized PD will have embedded coaching and

micro-credentials to further a teacher's growth and individual goals. We believe that effective professional development should be self-directed and personalized, focused on the needs of students, educators, and schools, competency-based, job-embedded, and practical. This individualized training will be intentional and purposeful and will allow teachers to seek out the skills and training most needed in their classrooms. These professional components are further detailed below:

Our budget for professional development allocates \$36,500 for staff development and \$15,000 for staff travel in years zero and one. We will gradually increase this amount as staff numbers grow. For instance, in year five our budget for professional development allocates \$40,283 for staff development and \$30,237 for staff travel in year five.

Three Strands of Professional Development

As previously described, Royal will provide PD at three levels: 1) the "district" level (across all Royal schools in Texas); the "campus" level (customized for each school); 3) the individual teacher level (customized to meet a teacher's specific professional growth goals).

District-Level Professional Development

District-level professional development will occur at the beginning of the year and several times throughout the school calendar. It will include the following:

- **New Teacher Orientation and Training:** District-level professional development will begin with new teacher orientation. This will be broken into three sections: pedagogy, content-based instruction, and district/campus policies. This will help new teachers become acquainted with district/campus policies, as well as tested and proven teaching strategies found in TLAC and Fundamental Five to create rigorous student learning, curriculum, and lesson requirements.
- **Pedagogy:** This section of the training will expose teachers to TLAC strategies and the method of Fundamental Five. These methodologies create high impact classrooms that meet the needs of a diverse student population with strategies that include: No opt-out, Culture of Error, Framing the Lesson and Ending Task, and Recognize and Reinforce.
- **Teacher Evaluation:** The evaluation method will be shared with teachers during PD time. Our district will use Charlotte Danielson's model which include four domains to evaluate teachers. This model directly relates to our vision as it focuses on "quality planning, instructional delivery, and a learning environment which correctly maximizes teaching and learning" for a student-centered classroom. During this training, new teachers will explore the domains, see examples of each domain, and understand that an evaluation model is a tool with a growth mindset.
- **Content-Based Curriculum:** During content-based training, teachers will be introduced to the curriculum for their content area. New teachers will also learn about expectations for lesson planning and how to use TEKS to guide their instruction. Teachers will learn

about blended learning programs for their content areas. This initial introduction will be followed up with coaching support at the campus level to ensure that all teachers can navigate the curriculum with ease.

- **Campus Policies:** This strand of training will include information on district and campus policies. This includes but is not limited to grade book, attendance, data tracking software, and internal documents (field trip forms, parent volunteer forms, maintenance requests, purchase orders, reimbursement forms, etc.). This strand will also include details on best practices for parent communication and ideas on how to include parents in each classroom.
- **Team Building:** Team building activities will also be included in our professional development. We believe that the cohesiveness of the team is an important part of any institution. Kindergarten teachers need to feel connected to the STAAR tested grades and vice versa. Team building will occur at the district and campus levels.
- **Professional Learning Communities (PLCs):** PLCs will be introduced and used at the district and campus levels. PLCs occur when teachers meet to discuss goals centered around student growth. The sharing of “teaching practices make results transparent, engage [teachers] in critical conversations about improving instructions, and institutionalizes continual improvement” (Bryk, Sebring, Allensworth, Luppescu, & Easton 2010). During PLCs, teachers will meet to discuss data, teaching strategies, classroom management, and teaching tips. PLCs will revolve around setting student-specific goals. Teachers will then reflect on the strategies used to meet the goals, reassess, and create a new goal. According to Pirtle and Tobia in *Implementing Effective Professional Learning Communities*, there is a “strong correlation between the use of effective PLCs in schools and improved teacher learning and instruction and student learning. (Pirtle & Tobia 2014)

Campus-Level Professional Development

Campus-level staff meetings will be utilized to share information about state testing, share best practices, foster our team spirit, and cultivate a growth mindset. We will also employ book studies and professional learning communities. Campuses will select a book to study and discuss once a month as part of the professional development process. Teachers will set goals and implement strategies from book studies in their classrooms. Content or grade level teachers will meet in PLCs to discuss data, teaching strategies, and behavior management. Student-centered goals will be set. Teachers will test their strategies and evaluate their effectiveness and then repeat the process. New teachers will be involved in a new teacher PLC. This PLC will target challenges to new teachers and offer a place for new teachers to share their wins and areas of growth. It will also revisit items from new teacher training; for example, teachers will look at testing data once they have concrete data to explore.

Individualized Teacher Development

The final strand of our professional development is individualized teacher development.

Generation 25: <<Royal Public Schools>>

Teachers will direct their development through the use of mentor teachers, micro-credentials, instructional coaching cycles, and teacher-selected training:

- **Mentoring:** Royal will assign mentor teachers to all teacher inductees. The role of the mentor will be to: support their mentee in preparation for the first day of school; share best practices and answer questions about any campus policies; support their mentee in developing classroom protocols, procedures, and management; support their mentee in navigating curriculum, aligning lessons, and writing lesson plans; guide their mentee in grading procedures and policies; creating assessments; preparing for parent conferences; observing, reviewing and reflecting on instruction practices; support and model effective communication with parents, colleagues, students, administrators; model best teaching practices; meet with mentee no less than once a week; and, provide a safe environment for the mentee to share concerns.
- **Micro-credentials:** Teachers will complete a minimum of two micro-credentials a year, based on goals set by teachers for their professional growth. Micro-credentials will be job-embedded training tailored to meet the goals of individual teachers. Micro-credentials will provide teachers with “professional learning that is personalized, collaborative, and geared towards meaningful outcomes, while also empowering them to take control of their growth and advancement” (<https://bloomboard.com/>). Micro-credentials will allow for targeted, intentional, and purposeful growth. Principals may assign micro-credentials based on Charlotte Danielson’s evaluation or specific needs as they see fit.
- **Instructional Coaching Cycles:** Instructional coaches will be utilized on campus to support all teachers and further best practices. Coaches will follow the Jim Knight coaching model. Teachers will gather data on the current reality of their classroom and partner with an instructional coach to set a student-centered measurable goal. After the teacher sets the goal and works to achieve that goal, the teacher and coach will reflect and begin the process again in order to achieve a classroom that is targeted, purposeful, and intentional. Coaches will employ a variety of techniques to support the diverse needs and goals of each teacher. These techniques include, but are not limited to, co-planning, co-teaching, modeling (including teaching model classes), small group instruction, and reflection conversations.
- **Teacher-Selected Training:** Teachers will also be required to complete two off-site professional development classes/training aligned with their professional goals. This could be an in-person training, online training, college course, or book study with reflections. Teachers will fill out a reflection form for all off-site training/book studies/college courses.

Roles and responsibilities

Roles and responsibilities involving planning and implementing professional development will be assigned to the Professional Development Committee. Principals and Assistant Principals will be responsible for supporting the district, campus, and individualized professional

development. The Superintendent/CEO will analyze feedback from professional development and report/catalog professional development hours on the district level. The Superintendent/CEO will also create feedback forms for teachers to evaluate professional development. The Professional Development Committee will be comprised of district personnel including, but not limited to the Superintendent/CEO, Principal(s), Assistant Principal(s), and Instructional Coaches. New teacher orientation and training will always cover district expectations and professional responsibilities. The Committee will use the following data points to drive the selection of professional development topics based on the district and campus needs: School Rating, Curriculum-Based Assessments, Campus Needs Assessment/Campus Improvement Plan, Attendance and Discipline Records, Longitudinal Data, NWEA Reports, Lion for Reading K-2, State Testing Results (STAAR, STAAR EOC, TELPAS), and RtI Data.

Expected Number of Days/Hours for Professional Development

Research is clear: one-shot professional development does not work. We believe in ongoing professional learning for all educators, which is why our calendar includes five more professional development (PD) days during the school year on top of the summer PD. These additional days are strategically scheduled in the fall and spring semesters to allow teachers and principals to analyze data from common assessments, district benchmarks, and instructional rounds to see performance gaps and trends in student outcomes and instructional practices, which will be used to shape professional development plans throughout the school year. According to a teacher effectiveness study, professional learning is most effective when it is job-embedded, ongoing, and delivered by someone who understands the dynamics and realities of classrooms. Therefore, our school will also provide time and space for teachers to form professional learning communities (PLCs) and meet frequently to set team goals, discuss student performance, lesson plans, pacing, design common formative assessments, and exchange ideas around research-based instructional strategies to meet their team goals. We are confident that this type of collaborative professional learning will be most meaningful to teachers and make a sustained impact on student achievement and growth. PLCs will be scheduled biweekly for 60-90 minutes either during common planning periods or during afterschool hours.

Supporting Teacher Development and Evaluation

Teacher Evaluation Methodology

Our school will adopt *The Framework for Teaching* developed by Charlotte Danielson as an evaluation instrument. The Danielson Framework is one of the most widely used evaluation tools in Texas public schools and across the nation. According to this framework, our teachers will be formally observed at least twice a year by school administrators under the following domains:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

This framework includes a four-point rubric to evaluate teachers on a total of 22 components across the four domains listed above. Performance levels include Unsatisfactory (Level 1), Basic (Level 2), Proficient (Level 3), and Distinguished (Level 4). The framework will be used to support and develop teachers. When teachers are rated unsatisfactory on any of the domains or components, the principal will meet with the teacher to develop a growth plan to improve performance. Teachers on growth plans will be supported through multiple interventions including being assigned to a mentor teacher, placed in a coaching cycle, and sent to a workshop.

Our teacher evaluation system will also have an additional component that will take into account student outcomes. Teachers will be given goals based on student achievement and growth, which will be measured by state-wide and national assessments such as STAAR, NWEA MAP, Advanced Placement (AP) exams, college readiness metrics (TSI, SAT/ACT), and also district and/or teacher-created assessments via Student Learning Objectives (SLOs) where such assessments are not applicable. A teacher's final performance evaluation will come from both the average observation scores on the Danielson Framework as well as goal attainment on student outcomes.

Instruments and Protocols: Walkthroughs

Principals and Assistant Principals will complete walkthroughs in classrooms. These walkthroughs will cover the same domains as the Charlotte Danielson the Framework for Teaching Model and provide snapshots of classroom environments and data for teacher growth and analysis for future professional development. Each principal and assistant principal will complete a daily walkthrough of each classroom.

Instruments and Protocols: Calibrating, Collaborating, and Coaching Cycles

Another instrument in the evaluation system will be Calibrating, Collaborating, and Coaching Cycles. These rounds will not go into an official walkthrough form but rather a database. These rounds will be used to help principals and assistant principals address campus-wide needs at professional development and give teachers specific areas of growth based on data collected over a period of time. This data will include: 1) Protocols and Procedures in place; 2) Student Friendly Learning standards/Objectives and ELPS on the board; 3) Closing task included; 4) Instructional Setting and Environment is appropriate for instruction; 5) Teacher in Power Zone; 6) Small Group Purposeful Talk; 7) Student Engagement Percent and Rigor; 8) Following Daily Schedule; 9) Royal Block implementation, and; 10) Lesson Plans & Scope and Sequence.

Administrators and academic coaches will conduct quick rounds to collect frequent, meaningful, and relevant feedback. This will allow administrators to provide information on topics such as the importance of students talking about academics in a controlled environment. Findings related to this topic would allow teachers to brainstorm/plan ways to incorporate academic conversations into their classroom and instructional coaches to follow up with a TLAC and Fundamental five strategies on turning and talking. The goal of the administration will be to cover three Calibrating, Collaborating, and Coaching Cycles for each teacher, every day. In this way, the principal and assistant principals will become familiar faces of support in the classroom.

Retention

Strategies, Plans, and Timeline to Retain Employees

In order to retain our most valuable educators and staff members, Royal will focus on two key strategies: providing comprehensive compensation packages that include base salary, benefits and bonuses while providing teachers with professional growth opportunities. Royal will offer assistance with certification to advance employee experience and qualifications. As a new and growing organization, there will be ample opportunities for career advancement.

Salary will be based upon credentials, certification, experience, and/or advanced degrees. Base salary is budgeted at \$50,000 to \$130,000 for administration staff and \$30,000 to \$130,000 for teachers. Detailed job descriptions with more precise salary ranges are located within the Supplemental HR Forms. The benefits package will include health, dental and vision insurance plans as well as a retirement plan. Spouses and dependents will be eligible for coverage. Employee insurance contributions will vary depending on employee enrollment parameters. Employee compensation will not discriminate on the basis of age, religion, gender, race or ethnicity, disability, military status, or sexual orientation.

Highly effective teachers will be eligible for an annual performance bonus and Royal will use the Danielson Framework for Teaching to evaluate which allows for a comprehensive view of a teacher's performance. The amount of an annual bonus will be based on the number of domains in which a teacher is deemed 'Highly Effective' (up to four domains on the Danielson Framework). The principal will determine the amounts available annually (e.g., \$500 bonus per domain) and present this to the staff during summer pre-service so that they have clear expectations related to the performance-based bonus program for the upcoming school year.

Retaining High-Performing Teachers

Often, high performing teachers leave the classroom for administration roles. While Royal will encourage teachers to move into administration if they so desire, we will also provide leadership opportunities for teachers that allow them to remain in the classroom. Such opportunities include becoming mentors to new teachers, leaders of professional learning communities (PLC), data coordinators/analysts, directors of special projects, and more. Royal will offer stipends for discrete leadership work (e.g., annual appointment as leader of a grade-level PLC) as well as promotions with commensurate salary increases for permanent leadership work (e.g., becoming a mentor teacher). The CEO will work with the Board of Directors to identify teacher leadership opportunities, develop clear job descriptions, align compensation, and present these opportunities to all teachers. The CEO and board will review such teacher leader opportunities regularly to identify new opportunities (e.g., directors for new special projects). In addition, Royal will support staff to pursue additional training and certifications to advance the goals of the school and their individual careers.

Operational and Financial Plans

School Calendar and Schedule

Annual School Calendar

Royal's first day of the school is August 18, 2021, and the last day of school is June 3rd, 2022. Royal will follow the federally observed holidays. In addition to those federal holidays, Thanksgiving, Winter Holiday Season, Spring and Summer breaks will be observed. There will be 39 school weeks and 180 instructional days (**Attachment 25**).

The yearly total minutes will be 81,000. Annually, Royal will have 5400 additional minutes embedded in its calendar, which is more than the surrounding school districts. 5400 minutes is equal to 12 instructional days. Those additional days will help students improve their Literacy and Math skills, as well as help close the achievement gap.

We will have a total of 16 professional development days. Teachers will have 45 minutes of planning time and a 30-minute duty-free lunch period daily. The daily schedule has been intentionally planned based on the needs of the anticipated student groups. It is crucial for students to have a predictable and consistent daily schedule so that they are more organized, efficient, and productive.

Daily and Weekly Schedules

Royal will have 180 instructional school days in our academic calendar. The school day will start at 7:45am and will end at 3:15pm. Each day will be a minimum of 450 minutes. The students will have five instructional days per week. In year one, we are going to serve grades Kindergarten through 2nd grade. These grade levels will have 105 minutes of Literacy instruction and 20 minutes of independent reading time. Math instruction will be daily for 90 minutes. Additionally, students will have 10 minutes of Math Fact Fluency practices. Science and Social studies lessons will be 45 minutes daily.

We anticipate that 82% of our students will be eligible for the Free/Reduced Breakfast and Lunch program. Royal will open its doors at 7:15am every day or earlier if there is a demand. Breakfast will be served starting 7:15am because we believe that children of many working families may need basic needs such as food and shelter plus social and emotional support. Students who are dropped off early and do not need breakfast will be in a quiet, supervised space and will have access to the reading materials. At 7:45am, all students will be in their classroom ready for instruction. Our elementary, middle and high school grades will have different schedule structures (**Attachment 26**).

At Royal, students in grades K-8 will be provided an opportunity to practice their reading and numeric fluency every day. Reading and math fluency is one of Royal's non-negotiables. There will be an allotted time in the daily schedule for students to focus on these skills. Teachers will be responsible for providing immediate feedback to students to ensure proper progression. The

system will be designed to have current data readily available for teachers to analyze and adjust their instruction to help students gain mastery of specific skills.

Royal Block, one of our unique instructional approaches, provides time and structure within the school day for students. In Royal Block, students will receive personalized support to master skills at their own pace and through the method most appropriate to their particular learning needs. There are two time blocks (in ELA and Math) dedicated to the daily schedule for flexible placement into intervention, enrichment, or elective courses during the Royal Block. Royal will have a daily minimum of 20 minutes of reading time for every student in K-12 grades. Investing as little as 20 minutes a day can be the difference in a lifetime of success or failure for a child, especially for low income and at-risk students. By reading 20 minutes a day, a child hears 1.8 million words per year, and is likely to score 90% better than those who do not (readdbq.org).

During the day, K-5 students will have the opportunity to have a structured recess period that will allow them an opportunity for a physical outlet. Recess also supports brain development, social and emotional development, and increased communication skills among peers.

Faculty meetings, Special Education services, ESL services, Intervention times, Professional Learning Communities, and department meetings will be among the most important considerations while creating the optimum schedule. Teachers will have an opportunity for common planning periods.

Student Recruitment and Enrollment

Student Recruitment, Timeline, and Marketing Efforts

We have been conducting and participating in multiple public events in our target areas. We have met families and talked to them about our school at libraries, trampoline parks, and shopping and dining centers. We have conducted over 500 in-person and online surveys (**Attachment 4**). We also obtained contact information from these prospective parents and will keep them informed of our progress toward launch should we be approved for operation. Ninety percent of parents who took the survey were likely or most likely to enroll their children at Royal. We spread the word about our proposed school via our website, Facebook, and Twitter, and we have placed over 400 door hangers in apartment complexes in our target areas. Upon approval, we will notify all of our prospective families via email, newsletters, and social media platforms about our proposed school.

Schedule

September 2020: Upon approval of this application, the application team will continue its outreach efforts and community engagement activities. Parents who joined our interest list will receive a newsletter with a timeline of the application period.

October 2020 and beyond: Royal will implement a very targeted outreach and student recruitment campaign to reach economically disadvantaged communities throughout the pre-opening period. This campaign will include:

- An email marketing campaign.
- Printing and distributing postcards.
- An open-house or similar event.
- A telephone campaign to conduct follow-up calls with parents who attend our events.
- Facebook and live meeting events, including public Q&A sessions conducted by board members to respond to questions from the community.
- A comprehensive door-to-door canvassing to distribute fliers will include visits to local grocery stores, businesses, churches/houses of worship, apartments, and libraries.
- Organizing fun, academic camps. We have already announced that we will be conducting two robotics camps during spring break and summer in the proposed area.

January 2021: We will hire our principal, executive assistant, and a counselor for community engagement, marketing, networking, and enrollment. Based on our previous experience, we believe that an eight-month intensive advertising campaign will be sufficient to reach our targeted enrollment of 288 students.

March 2021

- Review marketing plan and create a detailed to-do list
- Create and organize recruitment materials

April 2021

Based on the following metric, our goal is to achieve one hundred percent of our monthly goals every month.

- Did you start the monthly social media campaigns? – Yes or No
- Did you start the monthly community-based events? – Yes or No
- Did you review the first month's social media data? – Yes or No
- Did you create a google spreadsheet and share with the recruitment team? – Yes or No
- Did you schedule your monthly parent information nights at local libraries? – Yes or
- Did you visit three apartment complexes and request a parent information night at the visitor center monthly? Did you keep track of contact information for visited apartments and participants of parent information nights? – Yes or No
- Did you visit business or daycares owners in the targeted area monthly? – Yes or No

May 2021

- Review of April data
- Replicate the strategies that worked
- Remove the strategies that are less effective
- Revise and execute plan as necessary

June–August 2021

- Review and compare data
- Replicate the strategies that worked
- Remove the strategies that are less effective
- Compare numbers with monthly goals
- Revise and execute plan as necessary

September 2021–January 2022

- Review and compare data
- Replicate the strategies that worked
- Remove the strategies that are less effective
- Compare numbers with monthly goals
- Revise and execute plan as necessary

January 2022–August 2022

Continue to strive to meet one hundred percent of our monthly goals every month.

- Did you start the monthly social media campaigns? – Yes or No
- Did you start the monthly community-based events? – Yes or No
- Did you review the first month's social media data? – Yes or No
- Did you create a google spreadsheet and share with the recruitment team? – Yes or No
- Did you schedule your monthly parent information nights at local libraries? – Yes or
- Did you visit three apartment complexes and request a parent information night at the visitor center monthly? Did you keep track of contact information for visited apartments and participants of parent information nights? – Yes or No
- Did you visit business or daycares owners in the targeted area monthly? – Yes or No

Our enrollment and advertisement campaign will continue year-round as we will grow by one grade each year until we serve all grades K-12. We will make sure that our marketing efforts are conducted in both English and Spanish. We will emphasize in our recruitment language that we are a good fit for English language learners, students with disabilities, and at-risk students. If necessary, Royal will work with experts to develop and implement a highly targeted, research-based student recruitment campaign.

CEO/Superintendent Dr. Tarim will be responsible for planning, executing, and assessing the recruitment activities alongside campus personnel. He is an experienced student recruiter who led Harmony's growth from 200 students to 35,000 students across 54 campuses with an additional 25,000 students on waitlists. The principal and board members will also help support recruitment efforts in these targeted zones by attending community and open house events.

Royal allocated \$205,031 for student recruitment and marketing efforts that will be used to create and implement targeted, intentional, and purposeful student recruitment. The breakdown of this allocation is as follows: \$40,000 for student recruitment and marketing, \$158,031 for staff salary and benefits, and \$7,500 for staff travel.

Evaluating Effectiveness

Our first-year enrollment target is 288 students. Based on the community interest survey data and population statistics as well as the demand for neighboring charter schools, we believe that reaching an enrollment size of 288 will not prove difficult. Our survey indicated that the majority of our parents are not happy with their existing schools and one of the top five parent complaints was overcrowding.

Our board and leadership team will evaluate application numbers periodically and adjust recruitment strategies in the event that goals are not met. With our aggressive outreach and enrollment efforts, we do not expect to experience a shortage of interest. However, if enrollment numbers are lower than expected we will expand our door-to-door recruitment efforts in the areas near our school. We will also encourage our newly enrolled parents to reach out to their families and friends and tell them about our school.

Royal's Admission and Enrollment Policy is provided as **Attachment 27**.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?

Yes ☐

No ☒

IF THE RESPONSE TO THE QUESTION ABOVE WAS “NO,” SKIP TO THE NEXT SECTION, “FACILITY NOT IDENTIFIED.”

Facility Identified

1. If the response to the question above was “yes,” enter the physical address of the identified campus facility to be used during Year 1 in the box below.

Physical Address of Facility:

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?

Currently Own ☐

Purchase ☐

Lease ☐

3. Has the building been issued a certificate of occupancy for educational use?

Yes ☐

No ☐

Enter narrative response to the prompts in this section of the application (if applicable).

*Reference **Attachments 28-29** in the response.*

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?	
Lease <input checked="" type="checkbox"/>	Purchase <input type="checkbox"/>

We will need to purchase or lease a facility in the attendance zone of Gallardo Elementary to serve 288 students across grades K-2 in our first year. Our desired facility size for an elementary school is approximately 43,200 square feet (75sqft/student) and ample parking space. At capacity with grades K-12, the ideal facility should include 33 classrooms (24 regular, 2 Special Ed., 2 ESL, 1 Art, 1 Music, 1 STEM, 2 Science). The space should include four administrative offices, four small meeting spaces for individual instruction and/or counseling, a cafeteria, a gym, a nurse's office, a library, a teacher breakroom, a large reception area, and four restrooms for students and faculty, two storage rooms, a warm-up kitchen, and an outdoor playground area. A facilities search team comprised of the Superintendent/CEO and two board members, Mr. Benjamin Warren and Dr. Abe Saavedra, has already been established. This team has real estate experience including extensive work in lease-related matters for both tenants and landlords and has been working with two local firms (Casey Development and KFW-see Support Letters-**Attachment 9**) to identify an ideal existing vacant facility or land to develop.

We will likely work with a developer/investor to renovate according to our needs and sign a lease to purchase option. Site identification will be based on site configuration, access, availability of all utilities, price, zoning, topographic conditions, soil conditions, and proximity to the residential neighborhoods. If we decide to build a new facility, the project financing will be provided by the development company to acquire the land, design the campus, construct the campus and lease the facility to Royal with the option to purchase at a later date. We are working with several developers, including Heritage Charter Development (LOI is attached in **Attachment 33**). In our first-year budget, we have allocated \$350,000 (\$15/sq. ft.) rent per year, which is the market rate for a large space in our target areas. The timeline is as follows:

- Finalizing site selection: September - October 2020
- Architectural planning: September - November 2020
- Bidding: November 2020
- Selection of contractor: November 2020
- Lease execution: July 2021
- Full permit plan completion & city permit submission: July 2021
- Renovation or building completion: July 2021

We will engage an architect and a general contractor according to applicable procurement law and regulations, ensure that any renovation meets all required building and safety codes and zoning mandates, ensure that the proposed school facility will be in compliance with all required state and city codes requirements including the Americans with Disabilities Act (ADA). Assurance: The applicant has no and will NOT be within the third degree of consanguinity or affinity to the lessor.

Transportation

General Education Transportation

Royal plans to acquire a school facility in, or near, highly populated neighborhoods. Therefore, we will not offer transportation for general education students. Royal proposes to be a neighborhood school with strong ties to families and the surrounding community. Parents, teachers, and staff will have an opportunity to interact twice a day as we anticipate that most students will walk to campus or be dropped off and picked up by their families. We will encourage carpools and assist in creating carpool groups with the help of our PTO. However, Royal will not accept any liability of carpool arrangements made by parents. Additionally, private or public transportation information will be shared with parents. All bus schedules and route information for VIA will be shared with all parents. Based on the needs of the parents and students, and with the approval of the TEA, we will provide bus passes or cards for the transportation system to certain students and receive reimbursement from TEA for those cards and/or passes. The following students will be eligible to be reported for transportation allotment (funding) purposes: 1- “regular-program” students who receive eligible transportation services 2- “special-program” students who receive eligible transportation services (TEA School Transportation Allotment Handbook)

Transportation Homeless Students and Students with Disabilities

Based on our targeted area and district demographics, we are anticipating transportation needs for 10% of our students with disabilities. For those students, based on their distinct and specific needs, we will provide transportation based on their IEPs and ARD decision of the Individuals with Disabilities Improvement Act (34CFR§300.34(c)(16)). Of those 10 %, we anticipate having only as many as two students who would be eligible for special education transportation services. Based on the San Antonio area transportation cost for two students, traveling five miles from home to school each way, we assume our transportation cost will be around \$10,170. Thus, we have allocated this amount to the budget. If we enroll more students who are eligible for transportation services due to disabilities, then the amount will be amended accordingly.

Our counselor will act as a Homeless student liaison and will make sure that any homeless student is getting the necessary support in order to start school immediately. We will arrange allocation from our Title-I funding for our homeless students' needs and transportation passes.

Transportation for Field Trips

During our first year, we will conduct one field trip each semester. We will need approximately six buses. We anticipate spending approximately \$9,600 for the entire year but will budget \$12,000 for transportation needs. This will allow us to be prepared for any unforeseen additional transportation expenses. According to TEC 11.158 (16)(b)(2), our school will not charge fees for field trips required as part of our students' basic education program or course. Our PTO and board members will fundraise for athletic and extracurricular activities. Our board members and PTO will fundraise to cover the cost of field trips and athletic events.

Start-up Plan

Anticipated Costs Year 0

The George W. Brackenridge Foundation has pledged a \$2,000,000 grant and Choose to Succeed had pledged a \$50,000 grant. Both of these grants were pledged specifically to assist Royal with startup costs and will be made available upon approval of this application (see evidence of financial support **Attachment 33**).

Personnel Cost: \$184,800

Contracted Services: \$34,000 (legal and accounting)

School Operation: \$500,000 (recruitment, office expenses, professional development, etc.)

Facility Acquisition, Operation, and Maintenance: \$57,000 (for temporary office space to conduct enrollment, registrations and associated services, etc.)

Depending on our ability to raise additional funds, Royal will either purchase furniture, fixtures, and equipment (FF&E) or lease through third party vendors. We anticipate that lease payments will not start until two months after the first day of school. We approach this new venture with established relationships with vendors and can therefore anticipate a favorable negotiation position. A benefit of leasing FF&E is that it improves cash flow for the school during the initial years. In the event that we lease a facility, we would negotiate lease payments to begin in October 2021, which will also positively impact cash flow during our first year of operation.

Monitoring

Upon approval of this charter, the Royal board will form several committees including Facilities, Construction, Academic, and Finance. These committees along with the Superintendent/CEO and the principal will be tasked with executing different components of start-up activities and will apprise the full board of their progress (**Attachment 30**). The Superintendent/CEO will provide to the board a detailed report on campus progress and review budgeted expenses during board meetings. Tasks pertaining to facility and financial management activities are listed in **Attachment 30**.

Staff responsible for school development:

The Superintendent/CEO will ultimately be responsible for the development of the school and the requisite start-up activities. Key full-time staff including a principal, office administrator, counselor, and two teachers will be hired to assist in developing the school six to eight months prior to the school opening. These employees will play a crucial role in developing the school and providing logistical support. Job descriptions and salary ranges for these positions are listed in **Attachment 23**. The total administrative cost is \$294,122 per school. Additional teachers will be hired at a cost of \$33,667 six to eight months prior to the school opening and will assist with various start-up components that include, but are not limited to, student registration, meeting parents, and preparing academic programs. A Detail Start-up Plan is provided as **Attachment 30**.

Financial Planning

1. Identify the fiscal year for the sponsoring entity .	
July 1-June 30 <input type="checkbox"/>	September 1-August 31 <input checked="" type="checkbox"/>
2. Identify the fiscal year for the proposed charter school .	
July 1-June 30 <input type="checkbox"/>	September 1-August 31 <input checked="" type="checkbox"/>

Financial Planning, Policies and Procedures

The Royal board committed to creating a fiscally sound budget. As seen in the budget, Royal has a well-designed balanced budget for the first five years. Our budget was prepared based on decades of experience of operating academically and financially successful charter schools and opening multiple schools each year. Dr. Tarim, along with Royal's Board Finance committee members, will be leading the preparation of annual budgets. Royal will maintain its financial records in accordance with Generally Accepted Accounting Principles (GAAP). The board and the CEO will be responsible for adapting financial policies and procedures enforcing strong financial controls. The CEO will be responsible for establishing the Royal's financial systems and enforcing financial controls. Royal intends to use TXEIS software system that utilizes an online system which enables even small size schools to have "segregation of duties" in their financial control procedures. Additionally, the Royal board will engage Region 20 ESC to handle business and financial services.

Roles and Responsibilities:

The board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The board will have the final authority for policy and operational decisions of the proposed school. The CEO will be responsible for daily school activities.

Key Decisions	Decision Making Authority
Hiring and evaluating CEO	Board of Directors
Hiring and evaluating Principal and other employees	CEO
Setting the budget and managing the school's expenses and revenues against the approved budget	Board has the final authority to approve the school budget; however, the CEO and business manager will play active roles in managing the school's expenses and revenue against the approved budget.
Defining key school policies including code of conduct, enrollment procedures, and grievance process	Board of Directors

Budget Adoption and Annual Financial Audit

No later than July 20th of each year, the CEO (or designee) will prepare a proposed budget. The budget shall be itemized in detail according to the classification and purpose of the expenditure and will be prepared according to GAAP and rules adopted by the TEA. Then the budget will be submitted to the board for approval. The board minutes will be used to record the adoption of the budget and any amendments to the budget. The Royal board will also have the school fiscal accounts audited annually at the school's expense by a certified or public accountant. The audit must be completed within 150 days following the close of each fiscal year.

Contracted Services & Liability Insurance

During the first five years, until the central office is established, Royal plans using outside vendors for food, janitorial, financial, and accounting services. The selection of these vendors will be made through a competitive bidding procedure. All vendors will be approved in accordance with federal and state procurement laws, and in accordance with our board policies. Depending on the size and type of facility, we may request our janitorial services vendor to have an on-site person to handle these services. We will select a vendor based on its history and reputation. Royal will participate in the National School Breakfast and Lunch Program. Vendors will participate in a competitive bidding procurement adopted by the board. Vendors must possess all required certifications regarding meal services. Region 20 will provide the following services: (1) Account Payable Services (check writing, posting account records, preparation of year-end reports including 1099), (2) Payroll (check writing, preparation of payroll tax deposits, electronic TRS deposits, preparation of required state and federal payroll tax reports, preparation of W-2 forms), (3) Budgeting and Forecasting (preparation of annual budget, projection of future state revenue, assistance in the preparation of cash flow projection), (4) Federal Funds and Grants.

Royal will purchase umbrella insurance that relates to the following policies and coverages; Property, General Commercial Liability, Worker's Comp, Employers Liability, Educators Legal Liability, Employments Practice Liability, and Student Accident policy. The limits of these policies are listed in **Attachment 37**.

Fundraising Efforts

Currently, Royal has received over \$2,000,000 for its start-up expenses (see **Attachment 33**). Royal board members are experienced and capable of implementing successful fundraising efforts. Upon approval of this proposal, we will organize a fundraising campaign under the leadership of our CEO and board members, Benjamin Warren and Cariño Cortez in which we will soliciting funds from corporations, local businesses, and private foundations and conduct business roundtable meetings with lenders and potential donors seeking \$3,500,000 by Year 5.



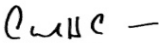
Please see Financial Plan Workbook in **Attachment 31**, Budget Narrative in **Attachment 32**, evidence of financial support letters in **Attachment 33**, unaudited financial reports in **Attachment 34**, most recent credit report in **Attachment 35**, and most recent IRS Form 990 in **Attachment 36**.

Attachments


Attachment 1: Articles of Incorporation

Provide 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 forms submitted to the state must be dated prior to **January 21, 2020**.

Texas Certificate of Filing

<small>Corporations Section P.O. Box 13697 Austin, Texas 78711-3697</small>		<small>Carlos H. Cascos Secretary of State</small>
Office of the Secretary of State		
CERTIFICATE OF FILING OF		
Redacted File Number: ***Redacted***		
<p>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.</p> <p>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: ***Redacted***</p> <p>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.</p> <p>Dated: 07/24/2015 Effective: 07/24/2015</p>		
	 Carlos H. Cascos Secretary of State	
<small>Phone: (512) 463-5555 Come visit us on the internet at http://www.sos.state.tx.us Dial: 7-1-1 for Relay Services Prepared by: Debbie Gustafson Fax: (512) 463-5709 TDD: Document: ***Redacted***</small>		

Texas Certificate of Formation

Form 202 (Revised 05/11) Submit in duplicate to: Secretary of State P.O. Box 13697 Austin, TX 78711-3697 512 463-5555 FAX: 512/463-5709 Filing Fee: \$25	<small>This space reserved for office use.</small>  Certificate of Formation Nonprofit Corporation
Article 1 – Entity Name and Type	
<p>The filing entity being formed is a nonprofit corporation. The name of the entity is:</p> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	
Article 2 – Registered Agent and Registered Office <small>(See instructions. Select and complete either A or B and complete C.)</small>	
<p><input type="checkbox"/> A. The initial registered agent is an organization (cannot be entity named above) by the name of:</p> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	
<p>OR</p> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	



Office of the Secretary of State

September 25, 2017

Nancy J. Li-Tarim
503 Ogden Trl
Sugar Land, TX 77479 USA

RE: The Royal School System
File Number: 802821673

It has been our pleasure to file the certificate of formation and issue the enclosed certificate of filing evidencing the existence of the newly created nonprofit corporation.

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. Information about franchise tax, and contact information for the Comptroller's office, is available on their web site at <http://window.state.tx.us/taxinfo/franchise/index.html>. For information on state tax exemption, including applications and publications, visit the Comptroller's Exempt Organizations web site at <http://window.state.tx.us/taxinfo/exempt/index.html>. Information on exemption from federal taxes is available from the Internal Revenue Service web site at www.irs.gov.

Nonprofit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the involuntary termination of the corporation. Additionally, a nonprofit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its certificate of formation. If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section
Business & Public Filings Division
(512) 463-5555
Enclosure



Office of the Secretary of State

CERTIFICATE OF FILING OF

The Royal School System
File Number: 802821673

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

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

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

Dated: 09/22/2017

Effective: 09/22/2017



A handwritten signature in black ink, appearing to read "Rolando B. Pablos".

Rolando B. Pablos
Secretary of State

SEP 22 2017

**CERTIFICATE OF FORMATION
OF
THE ROYAL SCHOOL SYSTEM**

Corporations Section

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is The Royal School System. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 109 North Post Oak Lane, Suite 410, Houston, Texas 77024, and the name of its registered agent at such address is Nancy J. Li-Tarim.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Nancy J. Li-Tarim
109 North Post Oak Lane, Suite 410
Houston, Texas 77024

Benjamin S. Warren
109 North Post Oak Lane, Suite 410
Houston, Texas 77024

Dr. Kenneth Pascal
109 North Post Oak Lane, Suite 410
Houston, Texas 77024

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as

exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

The name and street address of the organizer is Nancy J. Li-Tarim, 109 North Post Oak Lane, Suite 410, Houston, Texas 77024.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code; and (b) a corporation, contributions to which are

deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: September 22, 2017

The Royal School System

By: 

Nancy J. Li-Tarim, Organizer

Attachment 2: 501(c)(3) Determination Letter

Provide 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 the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 21, 2020**.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, 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: NOV 30 2017

THE ROYAL SCHOOL SYSTEM
109 NORTH POST OAK OAK LANE STE 410
HOUSTON, TX 77024-0000

Employer Identification Number:

82-3357176

DLN:

26053717005537

Contact Person:

CUSTOMER SERVICE

ID# 31954

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(vi)

Form 990/990-EZ/990-N Required:

Yes

Effective Date of Exemption:

September 22, 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.

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

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

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

Letter 947

THE ROYAL SCHOOL SYSTEM

Sincerely,

Stephen a. martin

Director, Exempt Organizations
Rulings and Agreements

Letter 947

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

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 and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

Generation Twenty-Five 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 3 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: Royal Public Schools

Sponsoring Entity Name as reflected on the 501(c)(3) form: The Royal School System

Application Contact Name: Soner Tarim 

Title/Role: CEO

Email: sonertarim@gmail.com Phone: 832-641-5588

Board Member Attending: Nancy J. Li-Tarim 

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: ☒ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☐ Friday, November 1, 2019, 8:00 a.m. - 4:30 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:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda.*** The formal agenda that was followed during each public meeting.
- ***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.
- ***Letter(s) of support.*** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.



ROYAL PUBLIC SCHOOLS

A NEW TUITION-FREE COLLEGE PREP CHARTER SCHOOL

December 7, 2019 (Saturday)
@2:00PM

PICAPICA PLAZA

(910 SE Military Dr, San Antonio, TX 78214)

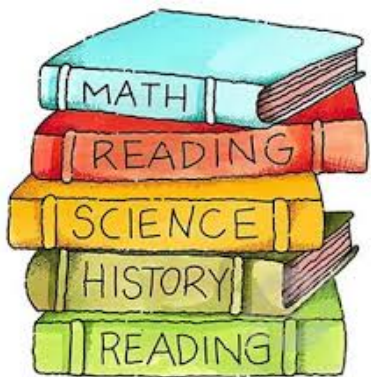
Royal Public Schools is a new charter school offering grades K-12 and focusing on advanced and innovative programs.

- ✓ Small and Safe School
- ✓ Robotics and Hands-on Learning
- ✓ Free Saturday Tutorials
- ✓ STEM Integrated Education
- ✓ Extra-curricular Activities (Sports & Academics)

Our unique STREAMS-360 will cultivate well-rounded citizens for 21st Century. For more information please visit our website

Royaltx.org.

Contact us: e-mail: info@royaltx.org or call 210-947-0655.



ROYAL
PUBLIC SCHOOLS

A NEW COLLEGE PREP
TUITION-FREE CHARTER SCHOOL

December 14TH, 2019 (Saturday)
@12:00pm

PICAPICA PLAZA

(910 SE Military Dr, San Antonio, TX 78214)

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DISCUSS ABOUT A NEW SCHOOL NEAR YOU.

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**PLEASE COME & LEARN ABOUT
A NEW TUITION-FREE CHARTER
SCHOOL**

Royal Public Schools

DECEMBER 21-22, 2019 (Saturday & Sunday)

11:00am - 4:00pm

PICAPICA PLAZA

(910 SE Military Dr, San Antonio, TX 78214)

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ROYAL PUBLIC SCHOOLS

**A NEW TUITION-FREE
COLLEGE PREP CHARTER SCHOOL**

December 28, 2019 (Saturday)

@2:00PM

BiblioTech South

(3505 Pleasanton Rd, San Antonio, TX 78221)

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ROYAL PUBLIC SCHOOLS

A NEW TUITION-FREE COLLEGE PREP CHARTER SCHOOL

December 28, 2019 (Saturday)
@12:00PM

Mission Library

(3134 Roosevelt Ave, San Antonio, TX 78214)

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ROYAL PUBLIC SCHOOLS

**A NEW TUITION-FREE
COLLEGE PREP CHARTER SCHOOL**

December 28, 2019 (Saturday)
@2:00PM

PICAPICA PLAZA

(910 SE Military Dr, San Antonio, TX 78214)

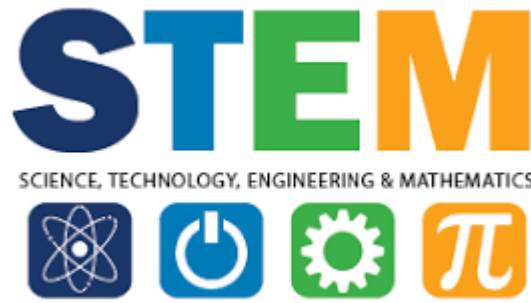
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A NEW TUITION-FREE CHARTER SCHOOL

ROYAL PUBLIC SCHOOLS

DECEMBER 29TH, 2019 (Sunday)

@2:00PM

BIBLIOTECH SOUTH

(3505 Pleasanton Rd, San Antonio, TX 78221)

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- ✓ Robotics and Hands-on Learning
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A NEW TUITION-FREE CHARTER SCHOOL

ROYAL PUBLIC SCHOOLS

DECEMBER 29TH, 2019 (Sunday)

@12:00PM

Mission Library

(3134 Roosevelt Ave, San Antonio, TX 78214)

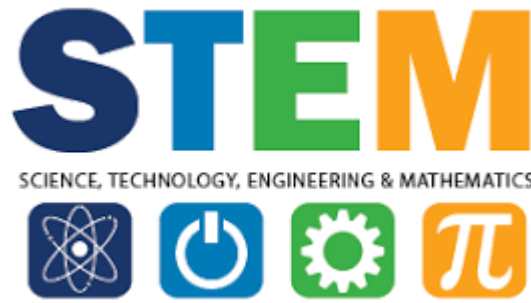
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A NEW TUITION-FREE CHARTER SCHOOL

ROYAL PUBLIC SCHOOLS

DECEMBER 29TH, 2019 (Sunday)

@11:00AM

PICAPICA PLAZA

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ABOUT A NEW TUITION-FREE
CHARTER SCHOOL

Royal Public Schools

BiblioTech South

(3505 Pleasanton Rd, San Antonio, TX 78221)

January 4TH, 2020 (Saturday)
@11:00AM

Join us for free snacks, drinks, gift giveaways, and discuss
about a new school near you.

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for 21st Century. For more information please visit our website
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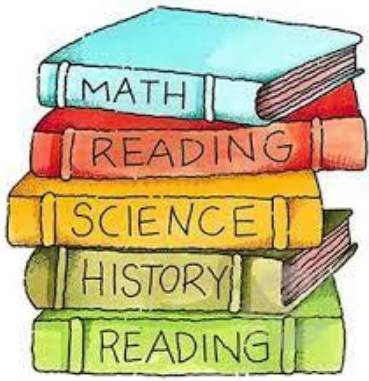
(910 SE Military Dr, San Antonio, TX 78214)

January 4TH, 2020 (Saturday)
@11:00AM

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ROYAL
PUBLIC SCHOOLS

**A NEW COLLEGE PREP
TUITION-FREE CHARTER SCHOOL**

**January 5TH, 2020 (Sunday)
@12:00pm**

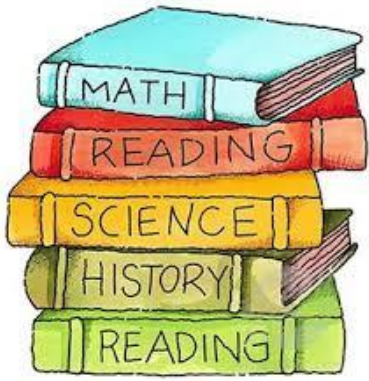
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(3505 Pleasanton Rd, San Antonio, TX 78221)

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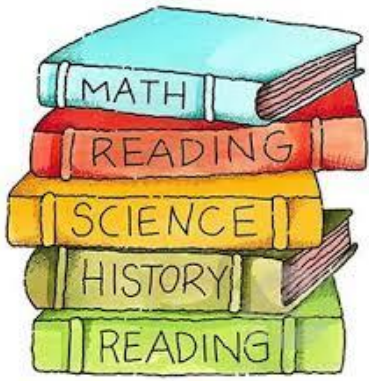
**January 5TH, 2020 (Sunday)
@11:00am**

MISSION LIBRARY
(3134 ROOSEVELT AVE, SAN ANTONIO, TX 78214)

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ROYAL
PUBLIC SCHOOLS

**A NEW COLLEGE PREP
TUITION-FREE CHARTER SCHOOL**

January 5TH, 2020 (Sunday)
@1:00pm

PICAPICA PLAZA

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**A NEW TUITION-FREE
COLLEGE-PREP CHARTER SCHOOL**

JOIN US

FOR A COMMUNITY MEETING ABOUT A NEW SCHOOL

**JANUARY 11TH, 2020
SATURDAY @10:00AM**

PICA PICA PLAZA

WITH FREE SNACKS, DRINKS, AND GIFT GIVEAWAYS!

Royaltx.org ♦ Info@royaltx.org ♦ 210-947-0655.



**A NEW TUITION-FREE
COLLEGE-PREP CHARTER SCHOOL**

JOIN US

FOR A COMMUNITY MEETING ABOUT A NEW SCHOOL

January 12TH, 2020

Sunday @2:00pm

MISSION LIBRARY

FREE PIZZA

WITH FREE SNACKS, DRINKS, AND GIFT GIVEAWAYS!

Royaltx.org ♦ Info@royaltx.org ♦ 210-947-0655.



A Tuition-Free
K-12 Public Charter School
Opening in 2021 on the
South Side of San Antonio
with Grades K, 1 & 2



Every Child Welcome
SIGN UP FOR THE INTEREST LIST



www.RoyalTX.org



Our mission is to spark our students' natural curiosity and love of learning and to provide them with the knowledge and skills they need to live successful and fulfilling lives. We believe learning happens best when students have warm relationships with highly effective teachers. We are committed to zealously supporting teachers who are experts in their subjects, great role models, and who are devoted to our students' success.

STREAMS Curriculum

We offer a college preparatory STREAMS curriculum, which emphasizes:

- Science
- Technology
- Reading & Writing
- Engineering
- Arts & Math
- Social-emotional learning

In addition, we will offer Spanish language and depending on demand potentially Mandarin, French, or Korean.

Individualized
Approach

**Robotics
Camp 2020**
Register FREE!



★
Sign up for the Interest List
www.RoyalTX.org
Call (210) 947-0655
Social Media - Follow us @RoyalTx



P-1) ¿Cuál de las siguientes opciones lo describe mejor?

- ☐ Padre de un niño / niños en edad escolar en el área de San Antonio
- ☐ Adulto que asistió a escuelas K-12 en el área de San Antonio
- ☐ Un estudiante que asiste o asistió a escuelas K-12 en el Área de San Antonio
- ☐ Educador
- ☐ Otro miembro de la comunidad del área de San Antonio que no asistió a las escuelas de San Antonio
- ☐ Otro / especifique a continuación: _____

P-2) ¿A qué nivel, si alguno, tiene niños actualmente matriculados en la escuela? (Marque todo lo que corresponda)

- ☐ Escuela primaria le Escuela intermedia ☐ Escuela secundaria ☐ Ninguna de las anteriores
- ☐ Otras / especifique a continuación: _____

P-3) ¿En qué grados o niveles tiene niños matriculados actualmente en la escuela? (Marque todo lo que corresponda)

- ☐ Pre-K ☐ Jardín de infantes ☐ 1er ☐ 2do ☐ 3er ☐ 4to ☐ 5to
- ☐ Escuela intermedia ☐ Escuela secundaria ☐ Ninguno de los anteriores
- ☐ Otros / especifique a continuación: _____

P-4) Si hubiera una nueva escuela pública comunitaria sin matrícula que enfatizara el aprendizaje de STEM, ¿con qué probabilidad estaría dispuesto a explorar la inscripción de uno o más de sus hijos allí?

- ☐ Muy probable ☐ Algo probable ☐ Algo poco probable ☐ Muy poco probable

P-5) Siendo realistas, ¿qué es lo más lejos que estaría dispuesto a llevar a sus hijos hacia y desde una escuela que parecía ser mucho más adecuada para ellos que su escuela local?

- ☐ 3 millas ☐ 5 millas ☐ 7 millas ☐ 10 millas ☐ 15 millas ☐ 20 millas
- ☐ Ninguna de las anteriores No puedo o no estoy dispuesto a conducir a una escuela más lejos.

P-6) ¿Qué es lo que NO te gusta de las escuelas de San Antonio? SELECCIONE TODO LO QUE APLIQUE. Ot No es lo suficientemente desafiante

- ☐ Demasiado grande / abarrotado ratio Proporción clase-maestro de estudiantes ck Falta de innovación
- ☐ Falta de rigor en las ciencias
- ☐ Problemas de aire acondicionado
- ☐ Los niños no están preparados adecuadamente para obtener trabajos bien remunerados
- ☐ Discriminación basado en el origen étnico
- ☐ Servicios insuficientes para familias de habla hispana
- ☐ Las necesidades de los estudiantes de bajos ingresos no se abordan adecuadamente
- ☐ La falta de un programa académico riguroso de preparación universitaria

- ☐ La falta de aprendizaje basado en proyectos (trabajando en proyectos a corto y largo plazo para demostrar el aprendizaje) Ck Falta de enfoque en el aprendizaje socioemocional y el desarrollo de "habilidades blandas" (por ejemplo, fijación de objetivos, resistencia, colaboración)
- ☐ Falta de enfoque en STEM (ciencia, tecnología, ingeniería y matemáticas)
- ☐ Falta de enfoque en habilidades de alfabetización y lenguaje
- ☐ Falta de cultura escolar positiva
- ☐ Falta de uniformes escolares
- ☐ Falta de política estricta de disciplina
- ☐ Falta de jornada escolar y / o año escolar extendido
- ☐ Falta de tutoría después de la escuela
- ☐ Falta de programas deportivos después de la escuela
- ☐ Falta de programas de arte y / o música después de la escuela
- ☐ Falta de estudiante acceso a tecnologías educativas
- ☐ Falta de diversidad entre la población estudiantil
- ☐ Falta de maestros altamente experimentados
- ☐ Falta de maestros altamente motivados
- ☐ Falta de maestros que vivan en el vecindario y / o reflejen las comunidades y culturas locales
- ☐ Falta de un consejero vocacional y trabajador social asignado a cada estudiante
- ☐ Otros / especifique: _____
- ☐ Ninguna de las anteriores

P-7) ¿Cuáles de los siguientes elementos, si los hay, son importantes para usted en una posible apertura de escuela primaria STEM en San Antonio? Seleccione 5-7 que considere más importante. Un riguroso programa académico de preparación universitaria. Aprendizaje basado en proyectos (trabajando en proyectos a corto y largo plazo para demostrar el aprendizaje). Un enfoque en el aprendizaje socioemocional y el desarrollo de "habilidades blandas" (p. ej., establecimiento de objetivos, resiliencia, colaboración)

- ☐ Un enfoque en STEM (ciencia, tecnología, ingeniería y matemáticas)
- ☐ Un enfoque en alfabetización y habilidades lingüísticas
- ☐ Una cultura escolar positiva
- ☐ Uniformes escolares
- ☐ Política estricta de disciplina
- ☐ Un día escolar extendido y / o año
- ☐ Tutoría después de la escuela
- ☐ Programas deportivos después de la escuela
- ☐ Programas de arte y / o música después de la escuela
- ☐ Clases pequeñas ma Acceso estudiantil a tecnologías educativas
- ☐ Diversidad entre la población estudiantil
- ☐ Maestros altamente experimentados
- ☐ Maestros que viven en el vecindario y / o reflejan las comunidades y culturas locales
- ☐ Un consejero y trabajador social asignado a cada estudiante

Q-1) Which of the following best describes you?

- ☐ Parent
- ☐ Attended schools in the San Antonio
- ☐ Student
- ☐ Educator
- ☐ Community member
- ☐ Other: _____

Q-2) Do you have children currently enrolled in school? (Check all that apply)

- ☐ Elementary School ☐ Middle School ☐ High School
- ☐ None of the above
- ☐ Other: _____

Q-3) Which grade-level(s) are children in? (Check all that apply)

- ☐ Pre-K ☐ Kindergarten ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th
- ☐ Middle School ☐ High School ☐ None of the above
- ☐ Other: _____

Q-4) Would you enroll your children to a free STEM school?

- ☐ Very likely ☐ Somewhat likely ☐ Somewhat unlikely ☐ Very Unlikely

Q-5) How far are you would be willing to drive your children to school?

- ☐ 3 miles ☐ 5 miles ☐ 7 miles ☐ 10 miles ☐ 15 miles ☐ 20 miles
- ☐ None of the above. I am not able to drive to school.

Q-6) What, if anything, do you NOT like about the school(s) in San Antonio? SELECT ALL THAT APPLY.

- ☐ Not challenging enough
- ☐ Too large/crowded
- ☐ Class student-teacher ratio
- ☐ Lack of innovation
- ☐ Lack of rigor in the sciences
- ☐ Air conditioning problems
- ☐ Kids aren't adequately prepared to get high-paying jobs
- ☐ Discrimination based on ethnicity
- ☐ Insufficient services for Spanish-speaking families
- ☐ Low income students' needs are not properly addressed
- ☐ Lack of a rigorous college-prep academic program

- ☐ Lack of project-based learning (working on short and long-term projects to demonstrate learning)
- ☐ Lack of focus on social-emotional learning and "soft skill" development
- ☐ Lack of focus on STEM (science, technology, engineering and math)
- ☐ Lack of focus on literacy and language skills
- ☐ Lack of positive school culture
- ☐ Lack of school uniforms
- ☐ Lack of strict discipline policy
- ☐ Lack of extended school day and/or year
- ☐ Lack of after-school tutoring
- ☐ Lack of after school sports programs
- ☐ Lack of after school arts and/or music programs
- ☐ Lack of student access to educational technologies.
- ☐ Lack of diversity among the student population.
- ☐ Lack of highly experienced teachers
- ☐ Lack of highly motivated teachers
- ☐ Lack of teachers who live in the neighborhood and/or reflect the local communities and cultures
- ☐ Lack of a guidance counselor and social worker assigned to each student
- ☐ Other/specify: _____
- ☐ None of the above

Q-7) Which of the following elements, if any, are important to you in a potential STEM elementary school opening in San Antonio? Select 5-7 you consider most important.

- ☐ A rigorous college-prep academic program
- ☐ Project-based learning (working on short and long-term projects to demonstrate learning)
- ☐ A focus on social-emotional learning and "soft skill" development
- ☐ A focus on STEM (science, technology, engineering and math)
- ☐ A focus on literacy and language skills
- ☐ A positive school culture
- ☐ School uniforms
- ☐ Strict discipline policy
- ☐ An extended school day and/or year
- ☐ After-school tutoring
- ☐ After school sports programs
- ☐ After school arts and/or music programs
- ☐ Small class sizes
- ☐ Student access to educational technologies.
- ☐ Diversity among the student population.
- ☐ Highly experienced teachers
- ☐ Highly motivated teachers
- ☐ Teachers who live in the neighborhood and/or reflect the local communities and cultures
- ☐ A guidance counselor and social worker assigned to each student

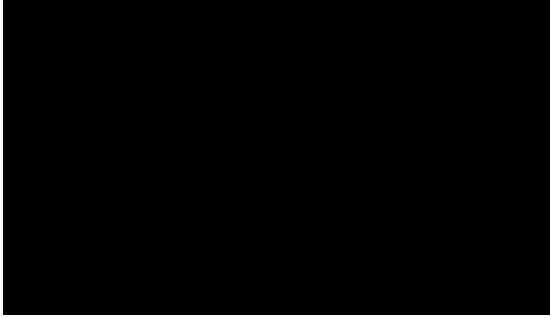


Royal Public Schools
@MyRoyalSchools

Follow

Want to have fun, eat, play, and shop with your family come to the Pica Pica Plaza and learn about Royal Public Schools.

@SACharterMoms @FamsEmpowered
@BrackFdn @cep_team



12:45 PM - 29 Dec 2019

6 Retweets 6 Likes



6

6



Royal Public Schools
@MyRoyalSchools

Follow

Come to Urban Air (165 SW Military Dr.). While children are having fun, you can learn about Royal and sign up for the interest list.

@SACharterMoms @FamsEmpowered
@BrackFdn



10:11 AM - 5 Jan 2020

3 Retweets 5 Likes



3

5



Royal Public Schools
@MyRoyalSchools

Follow

Opening a new booth at the Urban Air tomorrow between 12 and 2 PM. Come join our interest list like so many parents and learn Royal's Blended Learning Model at this adventure park located at 165 SW Military Drive.



11:45 AM - 3 Jan 2020

4 Retweets 8 Likes



Royal Public Schools
@MyRoyalSchools

Follow

Visit us at the Mission Library at 2 PM on Sunday (1/12) and meet Royal Board members to learn about our proposed programs.

NOTICE OF PUBLIC MEETING

The Royal School System board of directors will hold a public information meeting on Sunday, January 12, 2020, at 2 PM at the Mission Library located at 3134 Roosevelt Ave, San Antonio, TX 78214 on the issue of opening a new charter school, Royal Public Schools, which will serve students from grades K-12 in the South San Antonio area. The general public and interested parents are welcomed to ask and learn more about the proposed school model. If approved, the school would begin in August 2021. The board of directors is; Dr. Ken Pascal, Abelardo Saavedra, Harriet Wasserstrum, Tom Sage, and Benjamin Warren. For more info, please call 210-947-0655 or email info@royaltx.org.

10:33 AM - 8 Jan 2020

2 Retweets 2 Likes



2

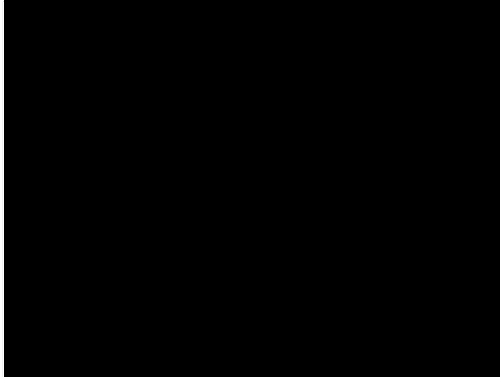
2



San Antonio Charter Moms
@SACCharterMoms

Follow

Talk to @MyRoyalSchools at
@SACCharterMoms School Discovery
Day at @PicaPicaPlaza #sachartermoms
#royalpublicschools



9:40 AM - 11 Jan 2020 from PicaPica Plaza

1 Retweet 2 Likes



Royal Public Schools, Brackenridge Fdn and Choose to Succeed

1 1 2



Royal Public Schools
@MyRoyalSchools

Follow

We have two important events coming up.
Join us and meet Royal Board members to
learn about our proposed programs;
Saturday at 10 AM Pica Pica Plaza.

NOTICE OF PUBLIC MEETING

The Royal School System board of directors will hold a public information meeting on Saturday, January 11, 2020, at 10 AM at the Pica Pica Plaza located at 910 SE Military Dr. San Antonio, TX 78214 on the issue of opening a new charter school, Royal Public Schools, which will serve students from grades K-12 in the South San Antonio area. The general public and interested parents are welcomed to ask and learn more about the proposed school model. If approved, the school would begin in August 2021. The board of directors is; Dr. Ken Pascal, Abelardo Saavedra, Harriet Wasserstrum, Tom Sage, and Benjamin Warren. For more info, please call 210-947-0655 or email info@royaltx.org.

10:32 AM - 8 Jan 2020

4 Retweets 5 Likes



4 5



Royal Public Schools
@MyRoyalSchools

Follow

One parent asked to [REDACTED] who is in
[REDACTED] was interested in signing
up to Royal interest list, [REDACTED] said YES and also
they filled out the survey. Come to Mission
Library and join the list. @SACCharterMoms
@BrackEdn @FamsEmpowered



12:49 PM - 29 Dec 2019

4 Retweets 9 Likes



4 9

Los invitamos a un evento
gratis de nuestra comunidad
para una nueva escuela de K-12
que proponemos en
el Sur de San Antonio

Sábado a las 11:00 a.m.
28 de diciembre de 2019

910 SE Military Dr.
San Antonio, TX 78214



Royal Public Schools @MyRoyalSchools · 27 Dec 2019
Visite nuestro stand mañana en Pica Pica Plaza y aprenda sobre escuela Royal y su
programa STREAMS-360 propuesto. @SACCharterMoms @esp_team @FamsEmpowered

5 5



Royal Public Schools
@MyRoyalSchools

Follow

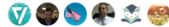
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10:32 AM · 8 Jan 2020

4 Retweets 5 Likes



4 5



Royal Public Schools
@MyRoyalSchools

Follow

Royal School team members will be at the Mission Library on 3134 Roosevelt Avenue to talk about its innovative educational program. @SACharterMoms @BrackFdn @cep_team @tcsanews



5:32 PM · 27 Dec 2019

4 Retweets 6 Likes



4 6



Royal Public Schools

January 11 at 10:25 AM · 🌐

Thank you [REDACTED] for visiting our booth at the Pica Pica Plaza.



Royal Public Schools was live.

January 11 at 9:30 AM · 🌐

Like

Comment

Share

Like

Comment

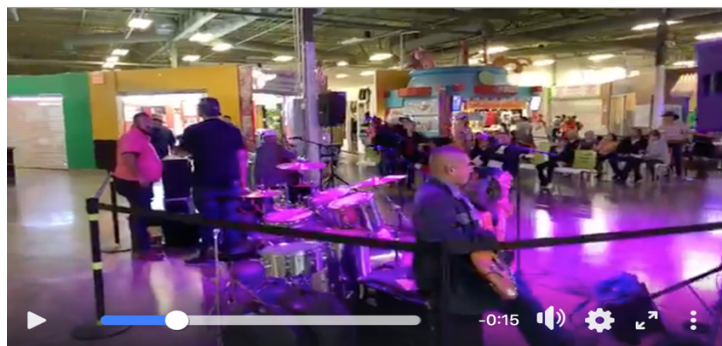
Share



Royal Public Schools was live.

January 4 at 2:01 PM · 🌐

Come join the fun at Pica Pica Plaza and join our interest list.



30 Views

Like

Comment

Share

PUBLIC MEETING AGENDA AND MEETING PROTOCOL

We conducted two official public meetings in the proposed target areas. We prepared the following agenda and presented printed copies of this agenda to the participants. We also provided power point presentation and follow the agenda and the meeting protocol to conduct proper and orderly meeting. We made sure that we would always have several translators to receive and respond questions in Spanish.

Meeting Agenda

- I. Welcome and introduction
- II. Introduction to Board and Development Team Members
- III. What is Royal Public Schools?
- IV. Who are we?
- V. Why Royal? Our Mission and Vision
- VI. What do we offer?
- VII. Educational Programs and Innovative Attributes of Royal
- VIII. Social Emotional Learning and Importance
- IX. Application Timeline
- X. Proposed Target Zone
- XI. Application and Enrollment Procedures
- XII. Questions, Answers & Dismissal.

Frequently Asked Questions:

After the power point presentation to parents and interested parties, we asked participants if they have any questions. Initially, many parents were hesitant to ask question but we encouraged them to interact with us after the presentation. During and the following the presentation in an individual basis, we receive plenty of questions. The most frequently asked questions are listed below;

Q: When will the school begin? And what grade levels?

A: If, approved in August 2021. We start we K-2.

Q: Where do we apply? And what kind of document is required to apply?

A: We tell them that there are no document requirements. We ask them to sign up our online interest list at our website. If they don't have internet access, we provide hard copy that only asks parents' name, email, phone, address and age of their children.

Q: Will the school accommodate students needing special education students?

A: Yes, of course. We said that by state and federal law, all public charter schools including us are required to provide all necessary accommodation for our students.

Q: Will the school be in this part of town? Some schools have closed and the board is a mess.

A: Yes, we intend to establish our school in this area however we said we will not start construction until we receive approval from the State.

Q: Parent asked about the class size?

A: Students to teacher ratio will be 17 to 1. We tell them that lower grades will have teacher aids. All classes will be small and safe at Royal.

Q: Where is your school located?

A: We talk about our target zones being on the south side of San Antonio.

Q: Parents ask about transportation?

A: We tell them unfortunately we will not provide transportation except students with disabilities that require transportation.

Q: Do you have zip code or zoning requirements?

A: No, there is no restriction regarding zoning except we discuss our geographic boundaries.

Q: Is uniform required or do you have a dress code?

A: Yes, it will be required. There is a program for those who are not able to afford it.

Q: Do you have after school or childcare?

A: Yes, we will have plenty of free after school academic and fun clubs.

Q: Parent asked about the uniform, school colors, and mascot?

A: Our response is "Yes" to uniform. We tell our parents that school color and mascot will be determined by the students and parents after school opening.



Dear Commissioner Morath:

I am writing to urge you to consider the charter application of Royal Public Schools. Their requests will be before you this January.

As the CEO of City Education Partners, a San Antonio education champion organization dedicated to improving K-12 education, and the founder and former CEO of KIPP San Antonio, I am keenly aware of the challenges facing our students here in San Antonio.

It is exciting that we have a handful of good charter models in the area serving low-income populations, including KIPP, IDEA, School of Science and Technology, Harmony, and Compass Rose, that have improved the futures of many children, but we have tens of thousands more students on waitlists who are desperate to get into a high performing school.

To help answer their need, I ask that you award a charter to Royal Public Schools. Royal's Founder and CEO, Dr. Soner Tarim, formerly founded the A-rated Harmony network. He has an excellent reputation for providing high quality STEM education to low-income children and operating with exemplary transparency and compliance.

Royal Public Schools has already raised local funding in excess of \$2 million and has the support of community leaders and local businesses urgently seeking to improve workforce skills, especially in the STEM fields. He is planning to launch schools in the south side of the city where poverty and D and F-rated schools are endemic. Our families need him there.

I hope you will allow us the opportunity to make a difference in the lives of these children by approving the charter of Royal Public Schools.

Thank you for your consideration. Your service to Texas is greatly appreciated.

Sincerely,

Mark Larson
CEO, City Education Partners
Founder and Former CEO, KIPP San Antonio Public Schools



GEORGE W. BRACKENRIDGE
— F O U N D A T I O N —

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Letter of Financial Support for Royal Public Schools

Dear Commissioner Morath and Dr. Ellis:

On behalf of the George W. Brackenridge board of trustees, it is with great pleasure that I provide this letter of financial support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools in San Antonio. On December 16, 2019, the trustees voted to approve a \$2,000,000.00 grant to Royal Public Schools contingent on receiving a Generation 25 charter from the Texas Education Agency.

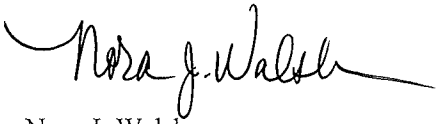
The relevant restrictions are:

- 1) Royal Public Schools must maintain its 501c3 status;
- 2) This grant is contingent on securing a Generation 25 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

As an ardent supporter of charter schools in our city, I know firsthand of the extensive waiting lists for quality seats. I also know of the deep frustrations shared by parents who desire quality school options for their children, but do not possess the means to pay for private education. Led by the highly capable Harmony Public Schools founder, Dr. Soner Tarim, I see a clear market for the kind of educational opportunities Royal Public Schools will provide.

Thank you for considering the application submitted by Royal Public Schools. I sincerely hope you see the benefit Royal will bring to San Antonio students and their families.

Sincerely,

A handwritten signature in black ink, reading "Nora J. Walsh". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Nora J. Walsh
Executive Director

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



CHOOSE *to* SUCCEED

January 16, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Commitment of Start-Up Funds to Royal Public Schools

Dear Commissioner Morath and Dr. Ellis:

Choose to Succeed is pleased to commit start-up funds in the amount of \$50,000.00 to Royal Public Schools. These funds will cover costs associated with the 2020-21 planning year as Royal Public Schools works toward opening its first campus in San Antonio in August 2021.

Relevant grant restrictions are:

- 1) Royal Public Schools must maintain its 501c3 status;
- 2) This grant is contingent on securing a Generation 25 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of Royal Public Schools. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Chip Haass, CEO

cc: Steve C. Lewis, Chairman



711 NAVARRO - SUITE 737 SAN ANTONIO, TEXAS 78205
EWINGHALSELL.ORG | 210-223-2649

December 20, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 78701

Re: Support for Royal Public Schools

Dear Commissioner Morath,

I am writing to you on behalf of the Ewing Halsell Foundation in regard to Royal Public Schools. We are supportive of the efforts of Dr. Soner Tarim and the founding board of Royal Public Schools in establishing public charter schools for students and families in San Antonio.

The Ewing Halsell Foundation, since 1957, has long been a supporter of high-quality education options. The Foundation is currently focused on improving K-12 educational opportunities for students, families and educators in San Antonio. The Foundation has made substantial commitments to grow and scale a portfolio of unique, high performing public charter schools across the city. Demand for quality public school options is increasing across the region.

We see a clear market for the kind of opportunity Royal Public Schools aims to provide. The founder's educational background and history of leading successful schools has led to a bolstered educational philosophy and robust curriculum offering proposed for all students. Through individualized supports, project-based instruction and a newly developed STREAMS curriculum, Royal will provide students and families with a robust educational model that will spark students' natural sense of wonder, leading to deeper, more meaningful learning that can last a lifetime.

The Foundation is pleased to recommend Royal Public Schools for approval. We sincerely hope you see the benefit this school will bring to the families in San Antonio. San Antonio students, and the many more across Texas, deserve more quality public education options.

If I can be of any assistance, please do not hesitate to contact me at [REDACTED] or call our office at (210) 223-2649.

Sincerely,

Jackie J. Moczygemba
Executive Director



CHOOSE *to* SUCCEED

Choose to Succeed
700 N. St. Mary's Street
Suite 875
San Antonio, TX 78205

January 8, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and the Members of the State Board of Education:

I'm pleased to be sharing my support for Royal Public Schools. I currently serve as the Chief Executive Officer of Choose to Succeed, a non-profit that recruits and supports high-quality charter schools in Bexar County. I spend time observing and evaluating high-performing school models across San Antonio and the country, and believe that Dr. Soner Tarim and his team have an impressive vision for elementary through high school students on the Southside of San Antonio, and I am excited to think about what they can achieve should they be awarded a charter.

Education is the key to a successful life, and a strong foundation in elementary and middle school can build the habits of success for high school that ultimately drive a student towards college completion. By initially focusing on elementary school, Dr. Tarim and his team will meet the challenge our city faces head on – preparing all students for college from the moment they begin their school careers. Royal Public Schools' mission to strive for excellence in all areas of school, and their focus on integrating academic courses with social-emotional learning via their STREAMS-360 program, shows they understand the root of our city's education challenges. Too many of our young people coming from impoverished homes lack fluency in the basics and need significant social and emotional support; we need to change the narrative for our city.

For decades, the Southside of San Antonio has been overlooked. Recently, however, several communities on the Southside have begun ambitious redevelopment projects with the long-term goal of making the Southside a commercial, industrial, and residential destination. Dr. Soner Tarim has a strong track record as a public charter school leader in the state of Texas. His extensive experience building Harmony Public Schools into an A-rated school network is both incredibly impressive and a strong indicator of the high expectations he will have for this new venture in this area. The Royal Public Schools team is joining in this Southside renaissance, and in their frequent communications with community members, the issue of education often arises. They know that

great schools are the heartbeat of a neighborhood, and they want more of them. The school proposes project-based learning opportunities and a curriculum focused on integrating subject areas to create true real-world applications. This, as well as providing strong additional support through their Royal Block intervention, is sure to benefit students in this area. On the Southside, there is plenty of room for a school like Royal Public Schools to grow and flourish, and there are many students who need the high expectations and support that Royal endeavors to offer.

I am encouraged that Dr. Tarim and his team are taking on this challenge, and I am confident in recommending their application for approval. The city of San Antonio needs more great schools, and Royal Public Schools promises to be just that. I am looking forward to see how they will build a game-changing school for our students on the Southside, and am excited to be a part of their effort to do so. If you have any questions about my recommendation, please do not hesitate to contact me at [REDACTED] or 210.535.6011.

Sincerely,



Chip Haass
Chief Executive Officer
Choose to Succeed

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 78701

January 03, 2020

Dear Commissioner Morath:

We are writing this letter to state our support for Royal Public Schools, a proposed new charter school in San Antonio. Leading a museum of hands-on and experiential learning called The DoSeum in San Antonio, we value the importance of contextualized, student-driven learning. After discussions with Dr. Tarim, Founder and CEO of Royal Public Schools, we are eager to support this school model, with its broad emphasis on creating exceptional early learning opportunities that are based on a synthesis of research evidence of best instructional practice.

Dr. Tarim's vision for Royal Public Schools aligns well with our own for The DoSeum, specifically by merging formal and informal learning through an exploratory model. His proposition stands to enable students to simultaneously build their critical skill sets, foster creativity, and develop learners' agency and voice. The DoSeum is known for supporting the advancement of exploratory school models such as that proposed by Dr. Tarim, and we would willingly partner in the co-creation of lesson structures, field experiences, and professional development in support of the teaching and learning at Royal Public Schools.

As an education authority, The DoSeum focuses on specialized training of educators in all contexts. In partnership with colleagues in formal and in higher education, our team builds capacity for the teaching of engineering as well as design and computational thinking through hands-on/minds-on models developed uniquely for young learners. Knowing Dr. Tarim's vision for school culture and professional learning communities, we are optimistic for his success and keen to support this potentially transformative work in our City's learning ecosystem.

Dr. Tarim's passion and vision for his work and Royal Public Schools shows true promise to strengthen and support San Antonio's learning community. We are pleased to offer our support and encouragement in full.

Yours sincerely,

Daniel Menelly, CEO

Richard Kissel, Vice President of Education

BOARD OF DIRECTORS

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Executive Committee | Frank Almaraz • Michael Barry • Suzanne Goudge • Daniel J. Menelly, CEO • Megan Rooney • Tinsley Smith
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Kathy MacNaughton • Angelica Palm • Emilie Petty • Rudy Reyna • Anna Zeigler
CEO | Daniel J. Menelly

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am happy to write this letter of support for Royal Public Schools and its proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As someone who has dedicated his life over the last 27 years to raising funds for art education and art organizations, I am particularly happy to see that Royal Public Schools makes art integral to the whole educational experience.

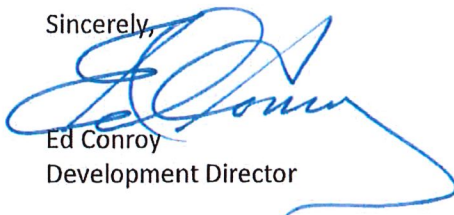
Southwest School of Art, now Texas' only independent college of art, stands ready to collaborate with Royal Public Schools, if asked to do so, which we would be glad to do through the Mobile Arts Program, part of our \$800,000+/year annual budget Young Artist Programs. Through the Mobile Arts Program, Southwest School of Art provides high-quality instruction in the visual arts to children and teens in primarily low-income schools in San Antonio.

We currently collaborate with KIPP Academy for a "B-Movie Club" afterschool class in which students learn to write scripts, act out parts and record short videos, which are shown to students, parents and teachers at the end of each year in a local Santikos theater. In other charter and regular public schools (mostly SAISD) we provide instruction in other forms of visual art, and have a special program teaching the basics of architecture and design.

We are excited by the prospect of partnering with Royal Public Schools, and wish them every success in all their endeavors, and am pleased to endorse their application for authorization.

I am happy to answer any questions you may have at egconroy@swschool.org or 210-200-8206.

Sincerely,



Ed Conroy
Development Director

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



THE ONLY INDEPENDENT COLLEGE OF ART IN TEXAS
300 AUGUSTA STREET | SAN ANTONIO, TX 78205

[REDACTED]

January 15, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

[REDACTED]
[REDACTED] in San Antonio.
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Growing the supply of seats at high-performing charter schools in San Antonio is critical. Our current set of schools is not supplying enough graduates who are college-ready or who can jump in to the skilled jobs that employers are trying to fill. The prosperity of everyone in San Antonio depends on raising the quality of public education here, and soon.

As I learned about the educational philosophy of Royal Public Schools, I was so impressed with their level of thoroughness and preparation. They have high expectations for all students to learn and achieve. Royal's leadership team has developed unique approaches including TIP (an academic mindset emphasizing Target, Intentional, and Purposeful thinking), Royal Block (time within the day for students to receive personalized support, and STREAMS-360 (Royal developed approach to deliver targeted and rigorous instruction).

I have no reservations about recommending Royal Public Schools and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]



January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Dear Commissioner Mr. Morath and SBOE Members,

I am writing to share my strong support for the proposed school, The Royal School System. As the Founder and CEO of Families Empowered, I believe that The Royal School System will provide a much needed and desired option for families in San Antonio.

As you know, Families Empowered serves thousands of families in San Antonio, Houston, and Austin by providing access to information, resources, and tools to families as they choose schools that best fit their children's needs. We are the only organization providing person to person support, in Spanish and English, to families looking for schools that work FOR THEM; we have talked to and survived THOUSANDS of families across the state of Texas and have a decade of parental demand data to back up the claim that parents want options.

I am thrilled for the families of San Antonio that this school is being proposed. There are literally THOUSANDS of families in San Antonio who are interested in enrolling charter schools and not enough options to meet the growing demand for quality options. Additionally, there is a persistent achievement gap in the San Antonio metro area, and this will only be met by new high-quality schools run by focused passionate leaders. This proposed school has tremendous promise to close the achievement gap because the founder has an unprecedented track record of running high quality schools that ensure students attainment is the singular focus.

I personally know the founding Director Dr. Soner Tarim and other board members of this organization. Dr. Tarim is one of the most thoughtful, experienced, and focused educators I've ever met. I firmly believe that The Royal School System will be an asset for our community especially for advancing **STREAMS³⁶⁰** education (Reading (R), Arts (A), Social and Emotional (S)). Additionally, this school will provide a highly needed and sought-after STEM option. We need these types of schools to ensure the next generation of Texans are prepared for meaningful careers, college, and life.

As you review the charter applications before you, I hope you will strongly consider approving this exciting and innovative proposal.

Sincerely,

Colleen Dippel
Founder & CEO
Families Empowered

7447 HARWIN DRIVE, SUITE 246, HOUSTON, TEXAS 77036

FAMILIESEMPowered.ORG





Steve C. Lewis
Chairman of the Board

6015 Broadway
San Antonio, Texas 78209-4560

DIRECT (210) 736-7796
FAX (210) 736-7748

December 31, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As the Chairman of Choose to Succeed, I know how critical high-performing charter schools are for San Antonio students and their families.

Ed reform in Bexar County is in full swing. I am proud of the City and the progress we have made in reforming our education system in a short period of time. Royal Public Schools will create more competition which in turn creates more opportunities for families in Bexar County.

PROGRAM SPECIFICS: The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. Royal plans to implement the following three approaches:

- TIP (Targeted, Intentional, and Purposeful) is an academic mindset that facilitates growth. It is a way of thinking that emphasizes clarity, understanding, and concise information.
- Royal Block is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace.
- STREAMS-360 is Royal's newly developed unique approach to delivering targeted and rigorous instruction.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and [REDACTED] families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at (210) 733-1930 or [REDACTED]

Sincerely,


Steve C. Lewis



9601 McAllister Fwy., Suite 401, San Antonio, TX 78216
Tel: 210-569-8500 Fax: 210-569-8490
820 Main Street, Suite 100, Kerrville, TX 78028
Tel: 830-522-2780 (By appointment only)
www.gcaklaw.com

Henry B. Gonzalez III
Steve Alfonso Chiscano
David S. Angulo
Richard J. Kasson
N. Taylor Williams

Henry B. Gonzalez III
Direct Tel: 210-569-8489

January 13, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I write at this time in support of Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As a lifelong resident of San Antonio, I am painfully aware of our city's history of accepting education results that are influenced by zip code. Children in areas of affluence have long had an advantage over those in the many impoverished areas when it comes to educational opportunities and outcomes.

For over twelve years, I have had the privilege to be part of the conversation on how to address the need to raise the quality of education in our city. Many participants of this conversation, including myself, firmly believe that increased competition in the education space raises the expectations we have on our students, the families of our students and our education leaders. We also believe that these heightened expectations have resulted in better outcomes, especially for those in a socioeconomic demographic who have long been ignored. I am proud to see the significant improvements in the San Antonio Independent School District and how those improvements have already caused other independent school districts to improve.

Commissioner Mike Morath
The Honorable Dr. Keven Ellis
January 13, 2020
Page 2

There is plenty of work to be done in San Antonio. We need to keep competitive pressure on all forms of education (private, charter and ISD). We need to see out-of-district/independent charters expand. I am excited about Royal Public Schools' commitment to opening schools in the area of San Antonio most in need of educational choice and new approaches to educating students.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me at (210) 569-8489 or [REDACTED]

Sincerely,

A handwritten signature in black ink, appearing to read 'H. Gonzalez III', written over a horizontal line.

Henry B. Gonzalez III
Partner, Gonzalez Chiscano Angulo & Kasson, PC

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

December January 3, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

RE: Letter of Support for Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

It is with excitement that I offer my strong support for your approval for the establishment of a new charter school, Royal Public Schools in San Antonio. The charter will provide a much needed educational innovative K-12 model that can have a strong impact on students that reside in the south area of San Antonio. Such positive impact will be derived from the school's mission to provide a quality math, science, and importantly, social and emotional learning programs.

Having been a secondary school science educator for thirty seven years serving students of low income families, I witness the need and the importance of outreach programs and curriculum that enlighten students to the importance of an education. Thus, I certainly support the efforts of Dr. Soner Tarim and the proposed board of Royal Public Schools. I believe in a school choice philosophy in which students and parents find options that best serve their child's needs. Aside from having taught, I have served on various advisory boards such as the Intel International Science & Engineering Advisory Council, Texas Science & Engineering Advisory, the I-SWEEEP Advisory Board, the Harmony Advisory Board and others. I am presently fair director of the Alamo Regional Academy of Science & Engineering (ARASE) that has been promoting STEM for over sixty-four years. We are a non-profit organization covering thirty-two counties. My professional experience on the local, state and international level has given me an insight as to what is deemed and accepted as excellence and success in the education of our youth.

I have the pleasure to know Dr. Soner Tarim as a personal friend for almost 15 years. His leadership and vision for the founding and success of the Harmony Public Schools serves as a visionary and incredibly successful model for Royal Public Schools. Advancing STREAMS, which includes reading, arts, and social/emotional learning, will further provide excellence in the sciences which have been the basis for Dr. Tarim's initial charters. As I mentioned to him, "Everything you touch turns to gold." Royal Public Schools will create another opportunity to do so.

Respectfully,

Rose A Perez
ARASE Fair Director

[REDACTED]

210-487-9510 (M)

Ednita Galvan

162 Kelly Dr. San Antonio, TX 78214 | (210) 663-2336

January 6, 2020

Commissioner Mike Morath

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701

Subject: Letter of Support for Royal Public Schools

Dear Commissioner Morath and SBOE Members,

I support the approval of Royal Public Schools to serve students in our community. As resident of San Antonio's south side, I am excited to support Royal Public Schools in my community.

Royal Public Schools will implement a rigorous and well-rounded education program that exposed students to individualized project-based learning, higher-level critical thinking, and problem-solving to positively impact student learning. Royal Public Schools bring an exciting and innovative K-12 model that will change students' lives by providing quality science, technology, reading, engineering, math, science, and social-emotional learning programs.

I respectfully request that you allow this groundbreaking work by approving their application to our community. I believe that this school will bring unique learning opportunities to all children while creating more job opportunities for citizens of Texas.

If you have any questions or concerns, please do not hesitate to contact me at (210)663-2336.

Sincerely,

Ednita Galvan

Grants Administrator @ Any Baby Can of San Antonio, Inc.

[REDACTED]

January 13, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To the Commissioner of Education and the SBOE Members:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] I
want to make sure that parents like me have great options for educating their children all over town. I
drive to work on the south side of San Antonio on most days, and recognize the importance to continue
to raise the level of education and economic activity in this too oft ignored part of town. I believe that
while there are some successful schools of choice on the Southside, there are not enough of them to
educate the thousands of students who need them.

Dr. Soner Tarim and his team promise to rewrite that story for students on the Southside. They
will rely on Dr. Tarim's hard-earned experience leading the A-rated Harmony Public Schools for 17
years. I am encouraged by their interest in this part of town and the passion they display for providing
every student an excellent education.

For this reason, please accept this letter as my recommendation for approval. We need more
schools like Royal in San Antonio, and I am proud to support their efforts. [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

January 6, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

[REDACTED] I know how critical high-performing charter schools are for San Antonio students and their families. I [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

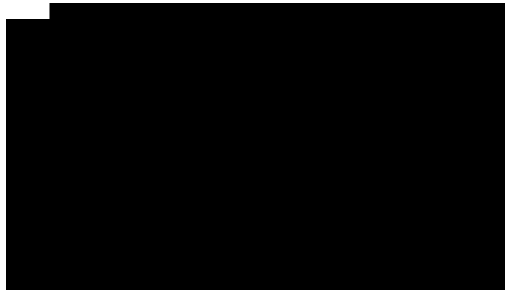
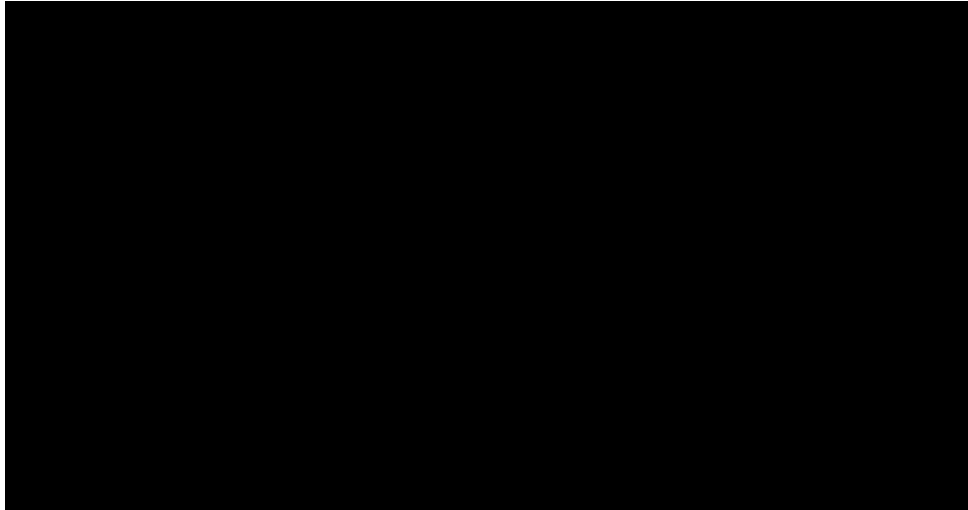
The San Antonio charter landscape is somewhat lopsided and I'm glad to see a charter coming to town that will be available to families who live in the underserved parts of the city. Those of us in education are well aware of the impact poverty has on learning and development. Good schools and schools of choice are so important in the lives of San Antonio students who are, by no fault of their own, stuck in situations that will hinder their success.

I have experience working with the leadership of Royal Public Schools and have found them to be invested in doing the hard work for San Antonio's students. Additionally, the success of Dr. Tarim's former school network speaks to his leadership.

[REDACTED]

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or [REDACTED]



January 9, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As a member of the San Antonio community and CEO of AIM (Assessment Intervention Management) – I know how critical high-performing charter schools are for San Antonio students and their families. My team provides support to public schools all across Texas. We have seen a wide array of educational models and approaches different LEAs use to be more inclusive of all students. We have worked in both large urban districts and small rural districts. After spending time learning about Royal Public School's model, I see a philosophy that is innovative and approachable for all students. Their leadership team comes from a background of actually working in public schools and building a framework from the ground up. In these very early stages, Royal Public Schools has already been incredibly proactive about approaching the community and meeting with many organizations. To me, this speaks volumes about their commitment to being an established educational resource for San Antonio.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210.838.5351 or

[REDACTED]

Sincerely,

Zachary Salesman

Zachary Salesman
CEO, AIM

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom it May Concern:

As a firm believer that education is the key to ending the cycles of poverty in our society, I am happy to provide this letter of recommendation in support of Royal Public Schools and their Founder, Dr. Soner Tarim. His strong record of results serving students in Texas and the school's commitment to serving the most underserved students in our city gives me hope that Royal Public Schools will be the change agent our students in San Antonio sorely need.

[REDACTED]
[REDACTED] More significant to this discussion, my parents, who were both born and raised in the socio-economically disadvantaged South and West sides of San Antonio, recognized the importance of their daughters receiving a good education that would lead to a fulfilling and lucrative career. Their hope was that neither my sister and I nor our future children would grow up like they did: in government housing attending low-rated schools that did not offer college preparatory curriculums. Thanks to their commitment and sacrifices, my sister and I attended private schools, at great expense to our family that already struggled financially. I am proud to say that after my mother, I am the second person on her side and the first on my father's side to earn a college degree.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

I have reviewed the mission of Royal Public Schools and can confidently support Dr. Tarim and his efforts to serving students in low performing areas. I especially appreciate their desire to cultivate social and emotional learning and only wish a school like this had been available to my parents and to my family in those early years when our tuition payments were twice our mortgage. Not all families are able to make the financial sacrifices my family did and I know a no-tuition, public charter school is much needed in San Antonio where less than 25% of our population are college graduates.

Within my own extended family, I see the harsh realities of economic and educational inequality every day. While our more affluent children have access to some of the highest performing schools in the state of Texas, our less affluent students, like my second and third cousins, are too often left to languish in schools that do not work for them. This is not fair.

I am grateful that the school choice movement has taken hold in my city and has provided many students a high-quality, college-preparatory education where previously there had been none. [REDACTED]

[REDACTED]

I know first-hand that one school can make a vast difference in a child's life. Therefore, I provide my enthusiastic support of Dr. Tarim as he works to bring Royal Public Schools to serve our community on the Southside of San Antonio.

Sincerely,

[REDACTED]



Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom It May Concern:

[Redacted]
[Redacted]
[Redacted] [Redacted]
[Redacted]

[Redacted] Please allow this letter to serve as my recommendation for the Texas Education Agency to approve the application submitted by Royal Public Schools ("Royal").

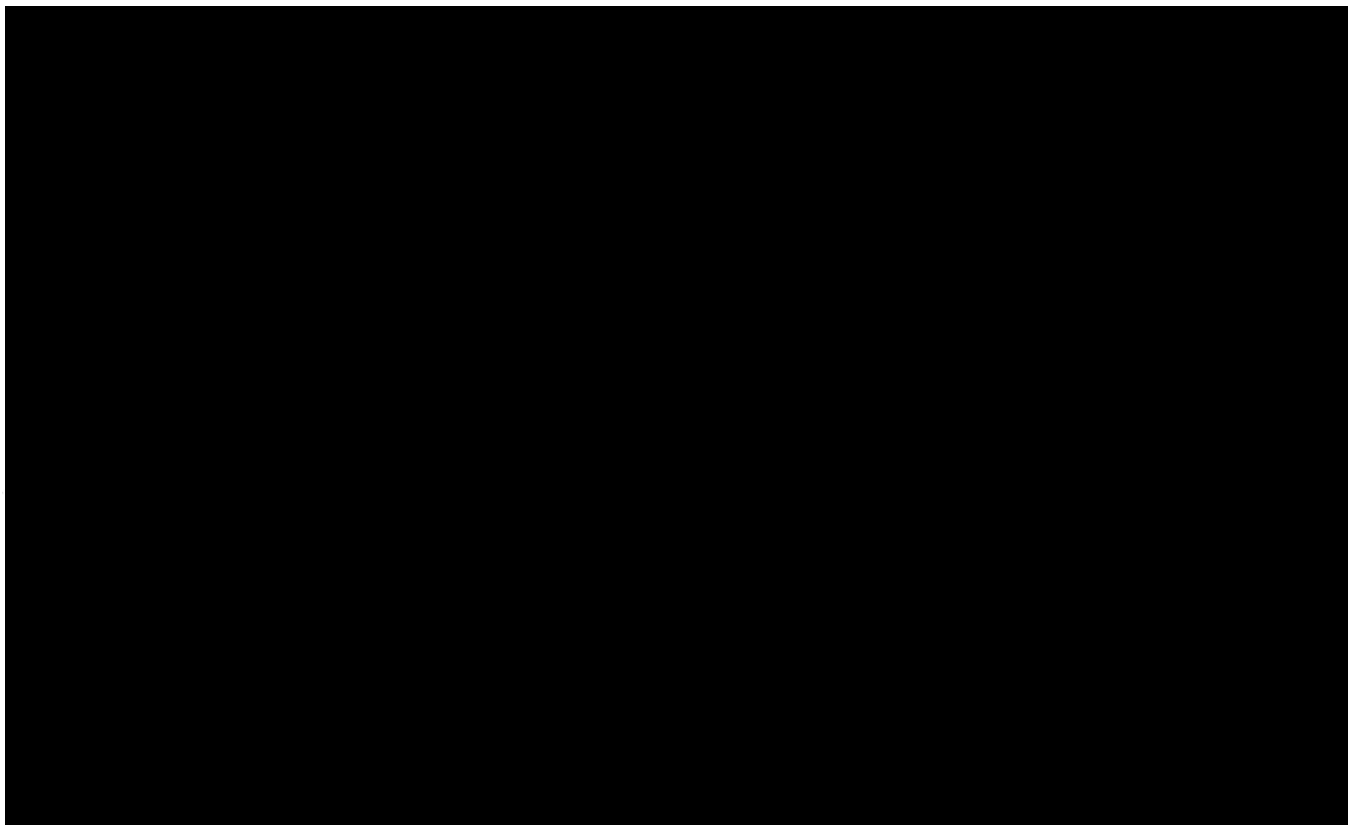
In my opinion, Royal will provide an excellent education for students on the Southside of San Antonio. The Southside is one of the most underserved parts of our city, with most citizens living at or below the poverty line. Unfortunately, the school systems serving these students have often failed to provide every student with the great education that each child in Texas deserves. While there are some successful schools of choice on the Southside, currently there are not enough of them to serve all the children whom each deserve the opportunity to obtain a solid educational foundation required to get a positive start in life.

[Redacted]



Dr. Soner Tarim and his team have promised that their schools will be a great upgrade to the current educational options that exist on the Southside. Dr. Tarim has a wealth of experience in this area, as he has led the A-rated Harmony Public Schools for 17 years. It is extremely encouraging to know that Royal has an interest in the Southside of San Antonio, and I believe the passion that Dr. Tarim and his team display for providing every student an excellent education will translate into success should the TEA approve this application.

For those reasons, please accept this letter as my unconditional recommendation for approval. We need more schools like Royal in San Antonio, and I am proud to support their efforts. Should you have any questions about the school or this reference, please don't hesitate to contact me at [REDACTED]



THE GATHERING PLACE

1/1/2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

As the co-founders of The Gathering Place, the two of us - Joanna and Ryan - are excited to share our support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

Soner has an impressive history of leading great schools here in Texas. His desire to build a new network of schools focused on social-emotional learning through projects and individualized goals is exactly what is needed here in San Antonio, especially on our city's south side.

As you know, charter schools provide a unique opportunity to incubate new ideas and create specialized learning environments uniquely tailored to a community's needs. Often, specialized learning environments are only available to families who can afford private schools or homeschooling. Charter schools help equalize access, and Royal Public Schools would provide a unique choice for families.

In our two years of community engagement while designing The Gathering Place, social emotional learning has been one of the most sought after and talked about aspects of our model. Families in San Antonio know that many schools are not only failing to meet their child's emotional and behavioral needs but neglecting to prioritize the complex work needed to create learning spaces that truly serve the whole child. Royal's commitment to STREAMS 360 does exactly that. It takes into account all the needs of the child, not just their academic needs.

We recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact us at 210-444-2028 or founders@thegatheringplacek12.org.

Sincerely,



Ryan York
Co-Founder



Joanna Klekowicz
Co-Founder and Superintendent

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

December 25th, 2019

Ambika Dani
Promesa Academy
2300 W. Commerce Street, Suite 106
San Antonio, TX 78207

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing this letter in support of Royal Public Schools' charter application in the Generation 25 open-enrollment cycle.

As a charter school founder in San Antonio, I have become increasingly aware of the lack of quality public education options in lower-income areas of our city. The West and South sides of San Antonio, in particular, lack both district and charter schools that are excelling and families in these areas of our city deserve better options.

After reading more about the educational philosophy of Royal Public schools, I am very supportive of their approach. I believe wholeheartedly in creating an environment that is centered around both academic success and developing social and emotional skills, and I believe that Royal Public Schools is committed to creating that kind of environment.

I truly believe that this school has the potential to offer a quality public education option to families in an area of our city that need it the most.

If you have any questions, please feel free to contact me at 210-440-8181 or adani@promesaacademy.org.

Sincerely,

Ambika Dani

Ambika Dani
CEO, Promesa Academy

January 13, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701



The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As someone that is a product of the South San Independent School District, I have experienced firsthand how important a quality education is for the students of South San Antonio. I attended South San Independent School District for grade school and eventually graduated from South San High School in 1995. The only option that my parents had was to send me to the local public-school district. Although I am very appreciative of the education that I received and thankful for the hard work people invested in me, looking back I would have benefited from other options that would have better prepared me for the academic rigors of college. I believe that my academic journey was a challenge, as it should be, however there were hurdles that I had to overcome that could have been easily addressed during my years at my local school district. My passion and love for the Southside of San Antonio has been displayed in choosing to educate the students of South Antonio as a counselor and administrator. This is why I believe that launching Royal Public Schools is the right thing to do for the students and families of that community.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels, which is something that these students sorely need. The unique approach that Royal will bring including TIP (an academic mindset emphasizing Target, Intentional, and Purposeful thinking), Royal Block (time within the day for students to receive personalized support, and STREAMS-360 (Royal developed approach to deliver targeted and rigorous instruction) will benefit our students for years to come.

I highly recommend that Royal Public Schools be authorized. I truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at (210) 929-9248 or

[REDACTED]

Sincerely,

Ray Tijerina
Senior Partner, Verdant EDU

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

[REDACTED]

January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner,

I am writing today to add my enthusiastic support for Royal Public Schools, a proposed network of Kindergarten to 12th grade open-enrollment charter schools for students and families in San Antonio that promises to provide high quality education options.

[REDACTED]
[REDACTED] am acutely aware of the positive impact high-performing charter schools can provide San Antonio students and their families.

Royal Public Schools is based on an educational philosophy that presumes all students can learn and achieve at high levels, a position with which I wholeheartedly agree. The foundation of their commonsense approach has three pillars – to facilitate growth, to provide personalized support and to deliver targeted and rigorous academic instruction using Royal Public Schools' unique, signature approach they call STREAMS-360.

The new program will strive to expose all students to individualized project-based learning, higher-level critical thinking and problem-solving, as well as thematic instruction and scaffolding instructional practices that forms the basis of their "best practices" approach.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio more options to secure a high caliber education. With your help in this matter, more families will have the chance to choose and obtain a great education – one of the most important ways to ensure our communities will thrive and succeed.

Please feel free to contact me at [REDACTED] if you have any questions. Thank you so much for your time and kind attention.

Warmest regards,

[REDACTED]



3450 Roosevelt Ave. San Antonio, TX 78214 210-455-0078 [REDACTED]

January 2, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Subject: Letter of Support for Royal Public Schools

Dear Commissioner Morath and SBOE Members,

I would wholeheartedly support the approval of Royal Public Schools to serve students in our community. I recently opened a licensed child care center with a strong focus on developmentally appropriate practices for young children and to provide the highest of quality care for young children in SE San Antonio. I strongly feel that Royal Public Schools would be a tremendous asset to the community.

Royal Public Schools will be implementing an exciting and innovative K-12 model that will change students' lives by providing a quality math, science, and social and emotional learning programs.

I respectfully request that you allow this groundbreaking work by approving their application to our community. I believe that this school will not only bring better science education but also create more jobs for our citizens of the great state of Texas.

Regards,

Ana Botello
Director/Owner
Premier Early Learning Center

Office: (210) 455-0078

Patrick W. Christensen
Attorney At Law

Patrick W. Christensen
Attorney at Law

2700 Tower Life Building
310 S. St. Mary's Street
San Antonio, Texas 78205
Telephone: 210.320.2540

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

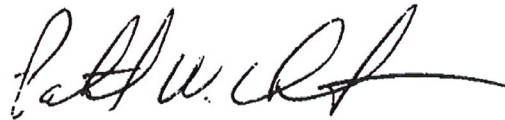
As a former Chairman of the Board of St. Anthony Catholic Elementary School I understand how critical high-performing charter schools are for San Antonio students and their families.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. Royal plans to implement STREAMS-360 which is Royal's newly-developed unique approach to delivering targeted and rigorous instruction that includes a focus on project-based learning to integrate Science, Technology, Reading, Engineering, Art, Math, and Social-Emotional learning.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,



BY: _____
Patrick W. Christensen

Law Office of Bryan Allen Lopez
1422 Buena Vista
San Antonio, Texas 78207
Bryan@lalfirm.com
O: 210-264-7118

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom it May Concern:

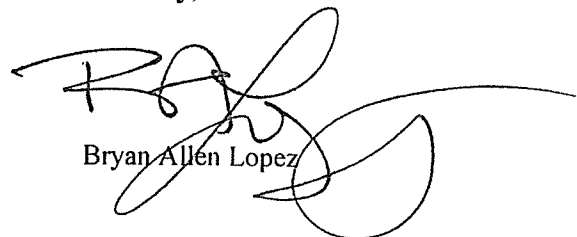
My name is Bryan Lopez and I am an attorney serving the greater San Antonio area. In connection with my efforts to help non-profit organizations, the educational community and the greater San Antonio community at large, I am pleased to provide this letter of recommendation in support of Royal Public Schools and their Founder, Dr. Soner Tarim. In my view, this institution will provide a much-needed high quality elementary school option for the students of San Antonio's Southside.

It is my understanding that Dr. Soner Tarim has a strong track record as a public charter school leader in the state of Texas. His 17 years of experience building Harmony Public Schools into an A-rated school network is both incredibly impressive and a strong indicator of the high expectations he will have for this new venture. His commitment to opening a school on the Southside of San Antonio, an area desperate for high-quality school options, reflects his commitment to our community's needs. This combination of Dr. Tarim's strong record of results serving students in Texas and the school's commitment to serving the most underserved students in our city gives me hope that Royal Public Schools can truly make a difference.

In San Antonio, we see the harsh realities of economic and educational inequality every day. While our more affluent children have access to some of the highest performing schools in the state of Texas, our less affluent students are too often left to languish in schools that do not work for them. This inequity and the cycle of poverty in our community requires innovative thinking and bold action. The influx of new charter options has provided many students a high-quality, college-preparatory education where previously there had been none but there is much work to be done. Royal Public Schools promises to make a difference in these students' lives.

I believe that Royal Public Schools will serve our community well and will give the opportunities needed to those of our students who have suffered in the cycle of poverty and lack of high quality education. I enthusiastically support Dr. Tarim's efforts and look forward to his continued success.

Sincerely,



Bryan Allen Lopez

LAW OFFICE OF
BRANDEN LOPEZ



OFFICE • (210) 224-2600 EMAIL • [REDACTED] FAX • (210) 224-2603
1422 BUENA VISTA SAN ANTONIO, TX 78207

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom It May Concern:


It is my pleasure to write this letter of support for Royal Public Schools and their Founder, Dr. Soner Tarim. I am a practicing attorney in San Antonio heavily involved in policy discussion and positive community development. As a father of four daughters of whom three are in the public education system it is incredibly important for me to have a variety options available when it comes to their schooling and that of my other friends, family and greater community. Initially, we chose to send our daughters to a private school but recently enrolled them in a wonderful choice option as it offered an innovative approach to education and fit our expectations.

I am supporting Royal Public Schools model and application mainly because of their technology focus at the elementary school grade levels first. I firmly believe that the innovation offered by charters provides family a different pathway, sometimes more tailored, toward student success. Ensuring that our youngest children have access to new styles of education provides them a firm foundation that largely were reserved only for older students.

Dr. Tarim's unique experience as a successful charter school leader further suggests Royal is well prepared for success. I am impressed by his 17 years of experience as the CEO of Harmony Public Schools which I know will serve him well in this new venture. Additionally, his commitment to a strong technology focus while provide San Antonio the future high-tech professional it will need to grow.

I recommend Royal public schools without reservation. If you should have any questions about the school, please don't hesitate to contact me at 210-602-7608.

Sincerely,


Brandon Lopez
Attorney at Law



T R I A L L A W Y E R S

M. Alex Nava

Troy A. Glander

The Entire ANG Team

www.ANGlawfirm.com

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom It May Concern:

Please allow this correspondence to serve as my strong recommendation for the Texas Education Agency to approve the application submitted by Royal Public Schools

Royal Public Schools promises to provide an excellent education opportunity for students on the Southside of San Antonio. The Southside of San Antonio is one of the most underserved parts of the City, with most citizens living at or below the poverty line. Unfortunately, the school systems serving these students have historically failed to live up to their charge to provide every student with a quality education. While there are some successful schools of choice on the Southside, there are simply not enough to serve the thousands of students who need great schools.

Dr. Soner Tarim and his team promise to rewrite that story for students on the Southside. They will rely on Dr. Tarim's hard-earned experience leading the A-rated Harmony Public Schools for 17 years, and they have committed to serving our students who need them the most. I am encouraged by their interest in the Southside and the passion they display for providing every student an excellent education.

For that reason, please accept this correspondence as my unconditional recommendation for approval. We need more schools like Royal in San Antonio, and I am proud to support their efforts. Should you have any questions about the school or this reference, please don't hesitate to contact me at.

Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to be "M. Alex Nava".

M. Alex Nava

cc: Chip Haass (via email)

3421 Paesanos Parkway, Suite 200, San Antonio, TX 78231



January 13, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To the Commissioner of Education and the SBOE Members:

My name is Steven Krauskopf, P.E., and I am the Managing Partner of KFW Engineers & Surveying (KFW), a full-service civil engineering and land surveying company in San Antonio. KFW has had the privilege and opportunity to work on many Charter School developments throughout Texas. I write this letter as a recommendation for the Texas Education Agency to approve the application submitted by Royal Public Schools.

As someone who is involved heavily with Charter Schools professionally and personally, I know how critical high-performing Charter Schools are for San Antonio students and their families. Royal Public Schools promises to provide an excellent education for students on the Southside of San Antonio. The Southside is one of the most underserved parts of the city, with most citizens living at or below the poverty line.

I strongly support the educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. I am aware that Royal plans to implement the following three approaches. 1) Targeted, Intentional, and Purposeful (TIP) approach that is an academic mindset that facilitates academic growth and achievement. 2) Royal Block which is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace through targeted intervention. 3) STREAMS-360 that includes a focus on project-based learning to integrate Science, Technology, Reading, Engineering, Art, Math, and Social-Emotional learning.

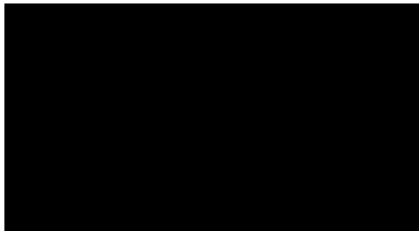
I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210-979-8444 or [REDACTED]

Sincerely,

A handwritten signature in blue ink that reads 'Steven Krauskopf'.

Steven Krauskopf, P.E.
Managing Partner
KFW Engineers & Surveying



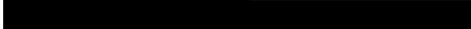
December 18, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

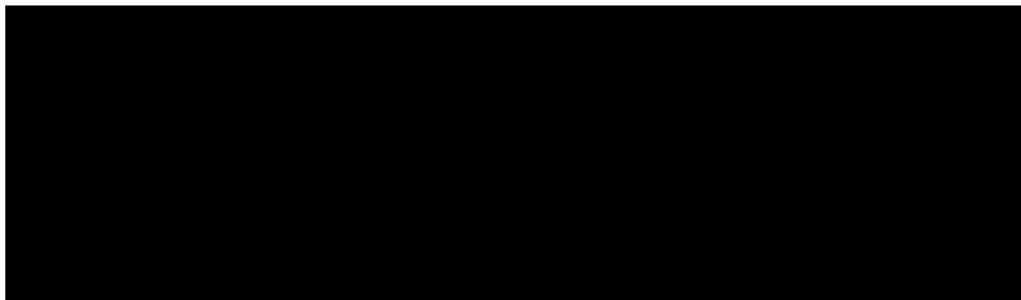
Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

, I know how critical high-performing charter schools are for San Antonio students and their families. Many parents who have children in public schools that are either failing or not living up to their expectations have few alternatives to the neighborhood ISD. Many parents struggle to make ends meet so private schools are not an option. Schools like Royal Public Schools can help our kids and grandkids reach their educational goals.

I am inspired by the mission of Royal Public Schools to help all students achieve academic excellence and therefore recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me directly at the phone number listed above.

Sincerely,



Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath, and Dr. Ellis:

[REDACTED] I cannot underscore the importance of school choice [REDACTED]. Thanks to the diversity of school choices available in San Antonio, [REDACTED]

On behalf of my family, and in a spirit of grateful appreciation for all the choices we have, I respectfully recommend your authorization of Royal Public Schools.

If you have any questions or concerns, please do not hesitate to contact me at



From darkness, light.

CHAIR
Benjamin Warren

CHAIR-ELECT
Carl Josehart

VICE CHAIRS

Development
Heidi Gerger

Education
Carl Josehart

Facilities
Benjamin Warren

Marketing
Tracey Shappro

Outreach
Inna Wizig

Survivor Services
Hyman Penn, M.D.

SECRETARY
Nancy Li-Tarim

TREASURER
Steve Estrin

IMMEDIATE PAST CHAIR
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Jerry Martin
Allie Meyerson
Russell Molina
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Jerry Rochman
Limor Smith
David Solomon
Jennifer B. Stockel
Chaja Verveer

EX-OFFICIO
Kelly J. Zúñiga, Ed.D.
Chief Executive Officer
Holocaust Museum Houston

Jack Kins
Chair
Holocaust Museum Houston
Foundation

January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Subject: Letter of Support for The Royal School System

Dear Commissioner Morath and SBOE Members,

I would like to present this letter as verification of my support for The Royal School System and its effort to establish a new charter school in the San Antonio area.

I live in the Houston area and as the CEO of Holocaust Museum Houston, I am very much excited that such a school is being proposed. I will be glad to offer my support and my help for the success of this proposed school.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. I firmly believe that The Royal School System will be a great asset for our community especially for advancing **STREAMS**³⁶⁰ education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth for college and life beyond. In addition, The Royal School System will also create more job opportunities for our citizens of the great state of Texas.

Your consideration and kindly support to this innovative approach are highly appreciated so as to reach its potential in serving our children and families in our community and state.

Sincerely,

Kelly J. Zúñiga, Ed.D.
Chief Executive Officer

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

I have known Dr. Soner Tarim as a personal friend and client for 11 years, and had first hand experience working with him and the Harmony Public School system during its highest growth years. Dr. Tarim's leadership and vision for the founding and success of the Harmony Public Schools will serve to provide a visionary and incredibly successful model for Royal Public Schools. Advancing STREAMS, which includes reading, arts, and social/emotional learning, will further provide excellence in the sciences which have been the basis for Dr. Tarim's initial charters.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels, something that I know is needed to continue closing the achievement gap for students in San Antonio public schools. As I understand it, Royal Public Schools plans to implement the following three approaches:

- TIP (Targeted, Intentional, and Purposeful) is an academic mindset that facilitates growth. It is a way of thinking that emphasizes clarity, understanding, and concise information.
- Royal Block is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace.
- STREAMS-360 is Royal's newly developed unique approach to delivering targeted and rigorous instruction.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 214-681-0952 or

[REDACTED]

Best Regards,



Rob Nickell

Managing Director, Education Group Head

BB&T CAPITAL MARKETS | DEBT CAPITAL MARKETS
8115 Preston Road, Suite 200, Dallas, TX 75225
T: 214.560.2922 | C: 214.681.0952 | [REDACTED]

[REDACTED]

January 7, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Subject: Letter of Support for Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

I want to offer my support for your approval to create a new charter school, Royal Public Schools in the southside of San Antonio. If this charter is approved, my family is willing to help and support this charter school.

As a community member, an educator and someone who has lived her whole life on the southside of San Antonio, I am thrilled to support the proposed Royal Public Schools. I strongly believe in the school choice philosophy, thus allowing students and their parents to find options that fit their individual needs. My past education background and growing up on the southside reinforces there's a need for this charter school, but much more importantly, has provided me a lens by which to observe and assess excellence and success in education.

Royal Public Schools will be implementing an exciting and innovative K-12 model that will change students' lives by providing a quality math, science, and social and emotional learning programs.

I support the approval of Royal Public Schools to serve students in my community.

Thank you,

A handwritten signature in black ink, appearing to read 'Bridget Galván', with a stylized flourish at the end.

Bridget Galván
Regional Director of Athletics and Physical Education

C: 210.685.9893

Will Harte
20742 Stone Oak Parkway
San Antonio, Texas 78258

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am pleased to write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As a founding member of Choose to Succeed, I know how important high-performing charter schools are for San Antonio students and their families. These schools are creating life-changing opportunities for students who have been underserved and bringing much-needed change to public education in San Antonio.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. Royal has created and plans to implement the following three approaches:

- TIP (Targeted, Intentional, and Purposeful) is an academic mindset that facilitates academic growth and achievement. It is a way of thinking that emphasizes clarity, understanding, and concise information.
- Royal Block is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace through targeted intervention.
- STREAMS-360 is Royal's newly-developed unique approach to delivering targeted and rigorous instruction that includes a focus on project-based learning to integrate Science, Technology, Reading, Engineering, Art, Math, and Social-Emotional learning.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210-865-4007 or

Sincerely,

Will Harte

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

Heritage Charter Development, LLC

6044 GATEWAY EAST, SUITE 500, EL PASO, TEXAS 79905
915.598-6606 | FAX 915.598-6815

January 2, 2020

Texas Education Agency
Attn: Commissioner Mike Morath
1701 N. Congress Ave.
Austin, TX 78701

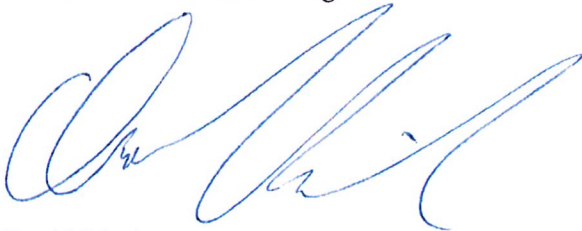
Re: Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

This is to support your approval for Royal Public Schools in San Antonio. During my 15 year involvement with Dr. Soner Tarim, I've witnessed firsthand his visionary leadership and continual quest for excellence in all facets of public education. My firm is active with numerous charter districts throughout the country and without a doubt, Dr. Tarim's life long efforts and results to improve student outcomes exemplify the very best in continually evolving public education methods. Building on the experience and strong success from previous efforts, Dr. Tarim and the founding Royal board members are now positioned to create and lead this new public school district forward, implementing and integrating both the successful policies of past efforts as well as advancing STREAMS which will now include reading, arts and social/emotional learning.

By approving this charter, you will now allow South San Antonio families access to exciting new opportunities afforded by Royal Public Schools and its rigorous curriculum, preparing them for the modern challenges ahead. These students deserve all of our best efforts and creating new pathways for their success in a changing world is our collective challenge. It is with the deepest and most sincere hope that regardless of the different roads we all take in this journey of education, we put the needs of the child first and foremost. The inspired and committed leadership team of Royal Public Schools will play a vital role in enhancing excellence for South San Antonio students and we are eagerly waiting to assist this new charter district in their long term mission.

Please join me in assisting Royal Public Schools and the children of South San Antonio and heartily approve their new charter district. Regards



David Bingham

Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) 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.

Statement of Impact Forms are available on the [Subchapter D](#) application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter 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.

Certified Mail Return Receipt Card

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 service label)</p>		<p>A. Signature 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 If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type</p> <table border="0"> <tr> <td><input type="checkbox"/> Adult Signature</td> <td><input type="checkbox"/> Priority Mail Express®</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td><input type="checkbox"/> Registered Mail™</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail®</td> <td><input type="checkbox"/> Registered Mail Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td><input type="checkbox"/> Return Receipt for Merchandise</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery</td> <td><input type="checkbox"/> Signature Confirmation™</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery Restricted Delivery</td> <td><input type="checkbox"/> Signature Confirmation Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Insured Mail</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</td> <td></td> </tr> </table>		<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®	<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™	<input 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		<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	
<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®																		
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™																		
<input type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery																		
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<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery																		
<input type="checkbox"/> Insured Mail																			
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)																			
PS Form 3811, July 2015 PSN 7530-02-000-9053		Domestic Return Receipt																	

Certified Mail Receipt

U.S. Postal Service CERTIFIED MAIL RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)	
OFFICIAL USE	
<p>Postage \$</p> <p>Certified Fee \$</p> <p>Return Receipt Fee (Endorsement Required) \$</p> <p>Restricted Delivery Fee (Endorsement Required) \$</p> <p>Total Postage & Fees \$</p>	<p>Postmark Here</p>
<p>Sent to:</p> <p>House, Apt. No. or PO Box No.</p> <p>City, State, ZIP+4</p>	
<p>7530-02-000-9053 January 2015 Two Required for Return</p>	

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78209

Certified Mail Fee \$3.55
\$
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 \$0.70

Total Postage and Fees \$7.10

0478 03

Postmark
Here

02/12/2020

Sent To Steve Allison

Street 1635 NE Loop 410 Suite 506

City, State San Antonio, TX 78209

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®.

NEW BRAUNFELS, TX 78132

Certified Mail Fee \$3.55
\$
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 \$0.70

Total Postage and Fees \$7.10

0478 03

Postmark
Here

02/12/2020

Sent To Donna Campbell

Street 229 Hunters Village, Ste. 105

City, State New Braunfels, TX 78132

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®.

LAREDO, TX 78046

Certified Mail Fee \$3.55
\$
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 \$0.70

Total Postage and Fees \$7.10

0478 03

Postmark
Here

02/12/2020

Sent To Tracy King

Street 5500 S. Zapata Highway Building F, Room 130

City, State Laredo, Texas 78046

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®.

KERRVILLE, TX 78028

Certified Mail Fee \$3.55
\$
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 \$0.70

Total Postage and Fees \$7.10

0478 03

Postmark
Here

02/12/2020

Sent To Dawn Buckingham

Street 819 Water Street Suite 125

City, State Kerrville, Texas 78028

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®.

PLEASANTON, TX 78064

Certified Mail Fee \$3.55
\$
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 \$0.70

Total Postage and Fees \$7.10

0478 03

Postmark
Here

02/12/2020

Sent To Ryan Guillen

Street 1411 Bendsale Rd, Room 108

City, State Pleasanton, TX 78064

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®.

SEGUIN, TX 78155

Certified Mail Fee \$3.55
\$
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 \$0.70

Total Postage and Fees \$7.10

0478 03

Postmark
Here

02/12/2020

Sent To John Kuempel

Street 200 N. River Street, #100-E

City, State Seguin, Texas 78155

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

701A 0360 0000 4560 551A

U.S. Postal Service™ **CERTIFIED MAIL® RECEIPT** Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78232

Certified Mail Fee \$3.55
 \$7.85
 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 \$0.70

Total Postage and Fees \$7.10

Sent To Lyle Larson
 Street 16607 Blanco Road #1405
 City, State San Antonio, TX 78232

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478 03
 Postmark Here
 02/12/2020

U.S. Postal Service™ **CERTIFIED MAIL® RECEIPT** Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

EL PASO, TX 79936

Certified Mail Fee \$3.55
 \$7.85
 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 \$0.70

Total Postage and Fees \$7.10

Sent To Georgina Perez
 Street 1605 George Dieter, #582
 City, State El Paso, TX 79936

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478 03
 Postmark Here
 02/12/2020

701A 0360 0000 4560 5557

U.S. Postal Service™ **CERTIFIED MAIL® RECEIPT** Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

KERRVILLE, TX 78028

Certified Mail Fee \$3.55
 \$7.85
 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 \$0.70

Total Postage and Fees \$7.10

Sent To Andrew Murr
 Street 507 Earl Garrett Street
 City, State Kerrville, Texas 78028

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478 03
 Postmark Here
 02/12/2020

U.S. Postal Service™ **CERTIFIED MAIL® RECEIPT** Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

LAREDO, TX 78040

Certified Mail Fee \$3.55
 \$7.85
 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 \$0.70

Total Postage and Fees \$7.10

Sent To Judith Zaffirini
 Street 1407 Washington Street
 City, State Laredo, TX 78040

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478 03
 Postmark Here
 02/12/2020

701A 0360 0000 4560 5489

701A 0360 0000 4560 5465

7018 0360 0000 4566 4523

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78209

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To
Street and Alamo Heights ISD
City, State, 7101 Broadway St
San Antonio, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047

01/14/2020

Postmark Here

7018 0360 0000 4566 4851

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

DEVINE, TX 78016

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To
Street and Superintendent
Devine ISD
City, State, 605 W Hondo Ave
Devine, TX 78016

PS Form 3800, April 2015 PSN 7530-02-000-9047

01/14/2020

Postmark Here

7018 0360 0000 4566 4448

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78263

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To
Street and Superintendent
East Central ISD
City, State, 25634 New Sulphur Springs Rd
San Antonio, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047

01/14/2020

Postmark Here

7018 0360 0000 4566 3731

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78209

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To
Street and Board Chair
Alamo Heights ISD
City, State, 7101 Broadway St
San Antonio, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047

01/14/2020

Postmark Here

7018 0360 0000 4566 3649

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

DEVINE, TX 78016

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To
Street and Board Chair
Devine ISD
City, State, 605 W Hondo Ave
Devine, TX 78016

PS Form 3800, April 2015 PSN 7530-02-000-9047

01/14/2020

Postmark Here

7018 0360 0000 4566 4370

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78263

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To
Street and Board Chair
East Central ISD
City, State, 6634 New Sulphur Springs Rd
San Antonio, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047

01/14/2020

Postmark Here

7018 0360 0000 4566 4530

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
SAN ANTONIO, TX 78237

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Superintendent
Street and Address Edgewood ISD
City, State, ZIP+4® 5358 W Commerce St
San Antonio, TX 78237

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4479

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
FLORESVILLE, TX 78114

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Superintendent
Street and Address Floresville ISD
City, State, ZIP+4® 1200 5th Street
Floresville, TX 78114

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4868

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
JBSA FT SAN HOUSTON, TX 78234

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Superintendent
Street and Address Ft. Sam Houston ISD
City, State, ZIP+4® 4005 Winans Rd.
San Antonio, TX 78234

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3595

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
SAN ANTONIO, TX 78237

Certified Mail Fee \$3.50
\$2.80
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

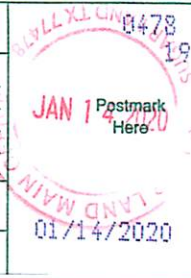
Postage \$0.70

Total Postage and Fees \$7.00

Sent To Board Chair
Street and Address Edgewood ISD
City, State, ZIP+4® 5358 W Commerce St
San Antonio, TX 78237

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 2758

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
FLORESVILLE, TX 78114

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Board Chair
Street and Address Floresville ISD
City, State, ZIP+4® 1200 5th Street
Floresville, TX 78114

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3658

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
JBSA FT SAN HOUSTON, TX 78234

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Board Chair
Street and Address Ft. Sam Houston ISD
City, State, ZIP+4® 4005 Winans Rd.
San Antonio, TX 78234

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4486

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78214

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Superintendent
Street and Harlandale ISD
City, State, 102 Genevieve St
San Antonio, TX 78214

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478
19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 2765

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78214

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Board Chair
Street and Apt. Harlandale ISD
City, State, ZIP+4 102 Genevieve St
San Antonio, TX 78214

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478
19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 4387

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78233

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Superintendent
Street at Judson ISD
City, State, ZIP+4 8012 Shin Oak Drive
Live Oak, TX 78233

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478
19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 3694

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78233

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Board Chair
Street and Apt. N Judson ISD
City, State, ZIP+4 8012 Shin Oak Drive
Live Oak, TX 78233

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478
19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 4547

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

LA VERNIA, TX 78121

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Superintendent
Street and A La Vernia ISD
City, State, ZIP+4 13600 US HWY 87 West
La Vernia, TX 78121

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478
19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 3601

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

LA VERNIA, TX 78121

Certified Mail Fee \$3.50
\$2.80
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 \$0.70

Total Postage and Fees \$7.00

Sent To Board Chair
Street La Vernia ISD
City 13600 US HWY 87 West
La Vernia, TX 78121

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

0478
19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 4875

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

JBSA LACKLAND, TX 78236

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

Sent To
Superintendent
Lackland ISD
City, State
2460 Kenly Ave, Bldg 8265
San Antonio, TX 78236

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3663

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JBSA LACKLAND, TX 78236

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

Sent To
Board Chair
Lackland ISD
City, State
2460 Kenly Ave, Bldg 8265
San Antonio, TX 78236

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4493

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

LYTLE, TX 78052

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

Sent To
Superintendent
Lytle ISD
City, State
15437 Cottage St. PO Box 745
Lytle, TX 78052

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 2772

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

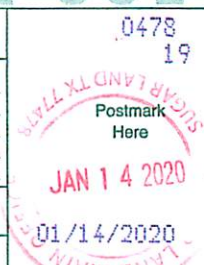
LYTLE, TX 78052

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

Sent To
Board Chair
Lytle ISD
City, State
15437 Cottage St. PO Box 745
Lytle, TX 78052

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4394

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

CASTROVILLE, TX 78009

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

Sent To
Superintendent
Medina Valley ISD
City, State
8449 FM 471 South
Castroville, TX 78009

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3700

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

CASTROVILLE, TX 78009

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

Sent To
Board Chair
Medina Valley ISD
City, State
8449 FM 471 South
Castroville, TX 78009

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3618

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
LEONIA, TX 78050

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To Board Chair
Street Natalia ISD
City, State, Zip 8th & Pearson Streets PO Box
548
Natalia, TX 78050

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®.
SAN ANTONIO, TX 78217

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To Board Chair
Street North East ISD
City, State, Zip 8961 Tesoro Drive
San Antonio, TX 78217

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®.
SAN ANTONIO, TX 78238

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To Board Chair
Street Northside ISD
City, State, Zip 5900 Evers Rd.
San Antonio, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7018 0360 0000 4566 4554

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
NATALIA, TX 78050

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To Superintendent
Street Natalia ISD
City, State, Zip 8th & Pearson Streets PO Box
548
Natalia, TX 78050

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®.
SAN ANTONIO, TX 78217

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To Superintendent
Street North East ISD
City, State, Zip 8961 Tesoro Drive
San Antonio, TX 78217

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®.
SAN ANTONIO, TX 78238

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
Postage \$0.70
\$
Total Postage and Fees \$7.00

Sent To Superintendent
Street Northside ISD
City, State, Zip 5900 Evers Rd.
San Antonio, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7018 0360 0000 4566 2789

7018 0360 0000 4566 4417

7018 0360 0000 4566 4400

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
POTEET, TX 78065

Certified Mail Fee \$3.50
\$2.80
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 \$0.70
Total Postage and Fees \$7.00

Sent To Superintendent
Street or Poteet ISD
City, State 1100 School Drive
Poteet, TX 78065

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3717

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
POTEET, TX 78065

Certified Mail Fee \$3.50
\$2.80
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 \$0.70
Total Postage and Fees \$7.00

Sent To Board Chair
Street or Poteet ISD
City, State 1100 School Drive
Poteet, TX 78065

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4561

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
UNIVERSAL CITY, TX 78148

Certified Mail Fee \$3.50
\$2.80
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 \$0.70
Total Postage and Fees \$7.00

Sent To Natalia, TX 78059
Street and A Superintendent
City, State Randolph ISD
PO Box 2217
Universal City, TX 78148

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3625

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
UNIVERSAL CITY, TX 78148

Certified Mail Fee \$3.50
\$2.80
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 \$0.70
Total Postage and Fees \$7.00

Sent To Natalia, TX 78059
Street and A Board Chair
City, State Randolph ISD
PO Box 2217
Universal City, TX 78148

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4455

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

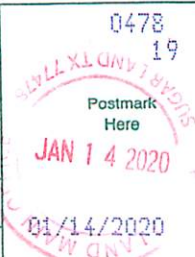
For delivery information, visit our website at www.usps.com®.
SAN ANTONIO, TX 78210

Certified Mail Fee \$3.50
\$2.80
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 \$0.70
Total Postage and Fees \$7.00

Sent To Superintendent
Street or San Antonio ISD
City, State 141 Lavaca St
San Antonio, TX 78210

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 3607

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

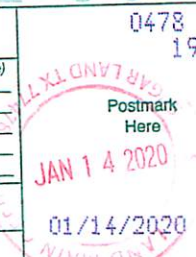
For delivery information, visit our website at www.usps.com®.
SAN ANTONIO, TX 78210

Certified Mail Fee \$3.50
\$2.80
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 \$0.70
Total Postage and Fees \$7.00

Sent To Board Chair
Street or San Antonio ISD
City, State 141 Lavaca St
San Antonio, TX 78210

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4424

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SCHERTZ, TX 78154

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To Superintendent
Street and Apt. Schertz-Cibilo Universal
City, State City ISD
1060 ELBEL ROAD
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0478 19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 3748

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SOMERSET, TX 78069

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To Superintendent
Street and Apt. Somerset ISD
City, State 7791 6th Street PO BOX 279
Somerset, TX 78069
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0478 19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 4844

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78242

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To Superintendent
Street and Apt. South San Antonio ISD
City, State 5622 Ray Ellison Blvd
San Antonio, TX 78242
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0478 19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 2697

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For delivery information, visit our website at www.usps.com®.

SCHERTZ, TX 78154

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To Board Chair
Street and Apt. Schertz-Cibilo Universal
City, State City ISD
1060 ELBEL ROAD
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0478 19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 3724

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For delivery information, visit our website at www.usps.com®.

SOMERSET, TX 78069

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To Board Chair
Street and Apt. Somerset ISD
City, State 7791 6th Street PO BOX 279
Somerset, TX 78069
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0478 03
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 3632

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SAN ANTONIO, TX 78242

Certified Mail Fee \$3.50
\$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To Board Chair
Street and Apt. South San Antonio ISD
City, State 5622 Ray Ellison Blvd
San Antonio, TX 78242
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

0478 19
Postmark Here
JAN 14 2020
01/14/2020

7018 0360 0000 4566 4462

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SAN ANTONIO, TX 78221

Certified Mail Fee \$3.50
 \$
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To

Superintendent

Street Southside ISD

City, State 1460 Martinez Losoya Rd

San Antonio, TX 78221

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 4431

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For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78252

Certified Mail Fee \$3.50
 \$
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To

Superintendent

Street Southwest ISD

City, State 11914 Dragon Lane,

San Antonio, TX 78252

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 2741

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For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78221

Certified Mail Fee \$3.50
 \$
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To

Board Chair

Street and Apt Southside ISD

City, State, Zip 1460 Martinez Losoya Rd

San Antonio, TX 78221

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 2703

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For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78252

Certified Mail Fee \$3.50
 \$
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$7.00

\$

Sent To

Board Chair

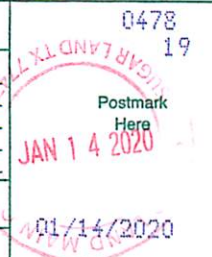
Street and Apt Southwest ISD

City, State, Zip 11914 Dragon Lane,

San Antonio, TX 78252

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7018 0360 0000 4566 2611

U.S. Postal Service™
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 For delivery information, visit our website at www.usps.com.
 SAN ANTONIO, TX 78216

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

 Sent To: Diego M Bernal
 Street and: 6531 San Pedro Village Plaza
 City, State: San Antonio, TX 78216

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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 For delivery information, visit our website at www.usps.com.
 SAN ANTONIO, TX 78206

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

 Sent To: Joaquin Castro
 Street and: 727 E. Cesar E. Chavez Blvd
 City, State: Suite B-128
 San Antonio, TX 78206

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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 For delivery information, visit our website at www.usps.com.
 SAN ANTONIO, TX 78205

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

 Sent To: John Cornyn
 Street and: 600 Navarro Suite 210
 City, State: San Antonio, TX 78205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 0360 0000 4566 2602

U.S. Postal Service™
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 For delivery information, visit our website at www.usps.com.
 SAN ANTONIO, TX 78224

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

 Sent To: Philip Cortez
 Street and: 2600 SW Military Dr., Suite 211
 City, State: San Antonio, Texas 78224

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.
 SAN ANTONIO, TX 78230

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

 Sent To: Ted Cruz
 Street and: 9901 IH-10W Suite 950
 City, State: San Antonio, TX 78230

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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 For delivery information, visit our website at www.usps.com.
 SAN ANTONIO, TX 78205

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$0.70
Total Postage and Fees	\$7.00

 Sent To: Henry Cuellar
 Street and: 615 E. Houston Street, Suite 563
 City, State: San Antonio, TX 78205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 0360 0000 4562 1052

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com.
SAN ANTONIO, TX 78205

OFFICIAL USE

Certified Mail Fee	\$3.50	0478
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	03
<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 \$0.70
Total Postage and Fees \$7.00

Sent To Lloyd Doggelt
Street 217 W. Travis St.
City, State, ZIP+4® San Antonio, TX 78205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 0360 0000 4566 2710

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com.
SAN ANTONIO, TX 78228

OFFICIAL USE

Certified Mail Fee	\$3.50	0478
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	19
<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 \$0.70
Total Postage and Fees \$7.00

Sent To Trey Martinez Fischer
Street and Address 4243 Piedras Drive East, Suite 256
City, State, ZIP+4® San Antonio, Texas 78228

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 0360 0000 4566 2734

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com.
SAN ANTONIO, TX 78224

OFFICIAL USE

Certified Mail Fee	\$3.50	0478
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	19
<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 \$0.70
Total Postage and Fees \$7.00

Sent To Pete Flores
Street and Address Texas A&M San Antonio One University Way Patriots Casa Room 205
City, State, ZIP+4® SAN ANTONIO, TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 0360 0000 4566 3151

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com.
SAN ANTONIO, TX 78218

OFFICIAL USE

Certified Mail Fee	\$3.50	0478
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	19
<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 \$0.70
Total Postage and Fees \$7.00

Sent To Barbara Gervin-Hawkins
Street and Address 3503 N.E. Parkway
City, State, ZIP+4® San Antonio, TX 78218

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 0360 0000 4566 2727

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com.
SAN ANTONIO, TX 78235

OFFICIAL USE

Certified Mail Fee	\$3.50	0478
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	19
<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 \$0.70
Total Postage and Fees \$7.00

Sent To Roland Gutierrez
Street and Address 3319 Sidney Brooks Building 510, Suite 2
City, State, ZIP+4® San Antonio, TX 78235

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 0360 0000 4562 1137

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com.
SAN ANTONIO, TX 78206

OFFICIAL USE

Certified Mail Fee	\$3.50	0478
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	19
<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 \$0.70
Total Postage and Fees \$7.00

Sent To Will Hurd
Street and Address San Antonio Federal Building 727 E. Cesar Chavez Blvd.
City, State, ZIP+4® San Antonio, TX 78206

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

2018 0360 0000 4562 1045

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For delivery information, visit our website at www.usps.com ®.	
<div>OFFICIAL USE</div> <div>0478 19</div> <div>POSTMARK HERE</div> <div>JAN 14 2020</div> <div>01/14/2020</div>	
Certified Mail Fee \$3.50 \$	\$2.80 Extra Services & Fees (check box, add fees if 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 \$	\$
Postage \$10.70	
\$	
Total Postage and Fees \$10.70	
\$	
Send Ray Lopez 5309 Wurzbach Road, Suite 200-9 San Antonio, Texas 78238	

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U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information, visit our website at www.usps.com ®.	
SAN ANTONIO, TX 78201	
Certified Mail Fee \$3.50	0478 19
Extra Services & Fees (check box, add fee as appropriate)	SINGAR LAND TX 77409
<input type="checkbox"/> Return Receipt (hardcopy) \$0.00	Postmark Here
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<input type="checkbox"/> Adult Signature Restricted Delivery \$0.00	01/14/2020
Postage \$0.70	01/14/2020
Total Postage and Fees \$7.00	01/14/2020
Sent To Jose Menendez	01/14/2020
Street # 4522 Fredericksburg Road, A-22	01/14/2020
City, St. San Antonio, TX 78201	01/14/2020
PS Form 3800, April 2015 PSN 7530-02-000-9047	See Reverse for Instructions

7018 0360 0000 4562 1151

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information, visit our website at www.usps.com® .	
SAN ANTONIO, TX 78278	
Certified Mail Fee \$3.50 \$2.80 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 \$	0478 19 SUGARLAND, TX 77478 Postmark Here JAN 14 2020 01/14/2020 SAN ANTONIO, TX
Postage \$0.70 \$ Total Postage and Fees \$7.00	
Sent To Ken Mercer Street and P.O. Box 781301 City, State, San Antonio, TX 78278	

8882 9954 0000 0930 8702

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information, visit our website at www.usps.com ®.	
SAN ANTONIO, TX 78227	
OFFICIAL USE	
Certified Mail Fee \$3.50 \$	0478 19 \$2.80 \$3.50
Extra Services & Fees (check box, add fees 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 \$0.70 \$	Postmark Here JAN 14 2020 01/14/2020
Total Postage and Fees \$7.00 \$	01/14/2020
Sent To Ina Minjarez	
Street: 1305 SW Loop 410, #218	
City, S: San Antonio, TX 78227	

2018 0360 0000 4562 1038

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information, visit our website at www.usps.com® .	
<div style="display: flex; justify-content: space-between;"> SAN ANTONIO, TX 78224 OFFICIAL USE </div>	
Certified Mail Fee \$3.50 \$ \$2.80 Extra Services & Fees (check box, add fees as appropriate) <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Return Receipt (hardcopy) <div style="border-bottom: 1px solid black; width: 150px; text-align: right;">\$0.00</div> </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Return Receipt (electronic) <div style="border-bottom: 1px solid black; width: 150px; text-align: right;">\$0.00</div> </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Certified Mail Restricted Delivery <div style="border-bottom: 1px solid black; width: 150px; text-align: right;">\$0.00</div> </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Adult Signature Required <div style="border-bottom: 1px solid black; width: 150px; text-align: right;">\$0.00</div> </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Adult Signature Restricted Delivery <div style="border-bottom: 1px solid black; width: 150px; text-align: right;">\$0.00</div> </div>	<div style="text-align: right; font-size: 1.5em;">0478</div> <div style="text-align: right; font-size: 1.5em;">19</div> <div style="text-align: center; padding-top: 20px;"> Postmark Here <div style="font-size: 1.5em; color: #ff00ff; opacity: 0.5;">JAN 14 2020</div> </div>
Postage \$0.70 \$ \$0.70	<div style="font-size: 1.5em; color: #ff00ff; opacity: 0.5;">01/14/2020</div>
Total Postage and Fees \$7.00	
<div style="display: flex;"> <div style="width: 10%; font-weight: bold;">Sent</div> <div style="width: 90%;">Leo Pacheco</div> </div>	
<div style="display: flex;"> <div style="width: 10%; font-weight: bold;">Street</div> <div style="width: 90%;">1400 W. Villaret Blvd.</div> </div>	
<div style="display: flex;"> <div style="width: 10%; font-weight: bold;">City, State, ZIP</div> <div style="width: 90%;">San Antonio, TX 78224</div> </div>	
<div style="display: flex; justify-content: space-between;"> PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions </div>	

2018 0360 0000 4562 1144

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i>	
For delivery information, visit our website at www.usps.com® .	
CONVERSE, TX 78104	
Certified Mail Fee \$3.50 \$ \$2.80 Extra Services & Fees (check box, add fee, as appropriate) <input type="checkbox"/> Return Receipt (hardcopy) \$ \$3.00 <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	<div style="text-align: center;">  <p>Postmark Here</p> </div>
Postage \$0.70 \$ \$7.00	01/14/2020
Total Postage and Fees \$7.00	
Ser Marisa B. Perez-Diaz Str P.O. Box 1025 City Converse, TX 78109	
PS Form 3800, April 2015 PSN 7530-02-000-9047	

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application must include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

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 format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the [Texas State Board of Education](#) (SBOE) and the [Texas state legislature](#) who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

Hearst Newspapers, LLC

Order Confirmation

<u>Ad Order Number</u> 0034012292	<u>Customer</u> ROYAL PUBLIC SCHOOLS	<u>Payor Customer</u> ROYAL PUBLIC SCHOOLS	<u>PO Number</u>
<u>Sales Rep.</u> 1202-SAE	<u>Customer Account</u> [REDACTED]	<u>Payor Account</u> [REDACTED]	<u>Ordered By</u> soner tarim
<u>Order Taker</u> ccastillo	<u>Customer Address</u> 700 N. ST. MARY'S ST. SUITE 875 SAN ANTONIO TX 78205 USA	<u>Payor Address</u> 700 N. ST. MARY'S ST. SUITE 875 SAN ANTONIO TX 78205 USA	<u>Customer Fax</u>
<u>Order Source</u> Rep	<u>Customer Phone</u> 2109470655	<u>Payor Phone</u> 2109470655	<u>Customer EMail</u>
			<u>Special Pricing</u>

<u>Tear Sheets</u>	<u>Proofs</u>	<u>Affidavits</u>	<u>Blind Box</u>	<u>Promo Type</u>	<u>Materials</u>
0	0	1			

Invoice Text
PUBLIC MEETING

<u>Net Amount</u>	<u>Tax Amount</u>	<u>Total Amount</u>	<u>Payment Method</u>	<u>Payment Amount</u>	<u>Amount Due</u>
\$325.31	\$0.00	\$325.31	Credit Card	\$325.31	\$0.00

<u>Ad Number</u>	<u>Ad Type</u>	<u>Ad Size</u>	<u>Color</u>
0034012292-01	Legal	1 X 19 li	

<u>Run Date</u>	<u>Product</u>	<u>Placement</u>	<u>Position</u>	<u>Subtotal</u>
12/31/2019	SAE Express-News	Legals	Legal Notices	\$275.31

WYSIWYG Content

NOTICE OF PUBLIC MEETING
The Royal School System board of directors will hold a public information meeting on Sunday, January 12, 2020, at 2 PM at the Mission Library located at 3134 Roosevelt Ave, San Antonio, TX 78214 on the issue of opening a new charter school, Royal Public Schools, which will serve students from grades K-12 in the South San Antonio area. The general public and interested parents are welcomed to ask and learn more about the proposed school model. If approved, the school would begin in August 2021. The board of directors is: Dr. Ken Pascal, Abelard Saavedra, Harriet Wasserstrum, Tom Sage, and Benjamin Warren. For more info, please call 210-947-0655 or email info@royaltx.org.

BUSINESS

RETAILERS

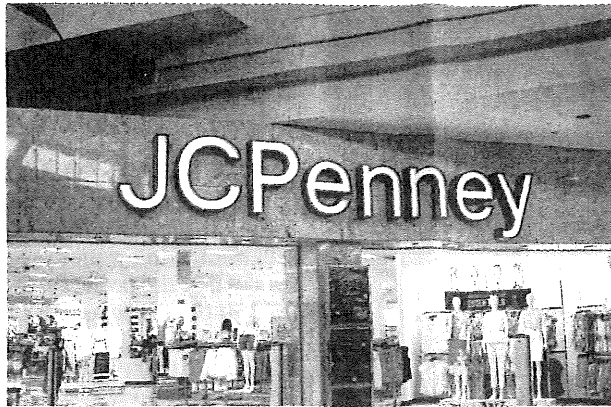
From page B1

trends to follow next year:

• **Closing shop.** David Swartz, an analyst for Morningstar Investment Service, said department stores have to scale down their store fleets. Macy's, for example, doesn't need hundreds of large stores — especially in lower-tier malls that are at risk of closing. J.C. Penney Co. faces the same challenge, he said.

Macy's has about 640 namesake stores and has been gradually closing locations since 2016. J.C. Penney has about 850 stores in the U.S., and it closed a handful of them this year.

"The chains like those two that have large numbers of very large stores are going to have to make decisions soon before their margins erode even more than they already have," he said. "I think



Dreamstime / Tribune News Service

One analyst said department stores must scale down their store fleets to bounce back in 2020, citing J.C. Penney Co. as an example.

looking to reduce inventory, creating a memorable experience is key. Part of this is reorganizing the apparel spaces.

"If they look like a Ross, people will just go to Ross," Swartz said. "The clothes are not so different, so they have to provide a different kind of experience."

More chains might follow the Nordstrom

ue the resale trend," Santaniello said. "It's legitimately working its way into the way we shop for a lot of products. Retailers are just going to have to accommodate."

Apparel companies may be forced to improve their selection — or join the resellers, she said. Expect more chains to form partnerships like ones J.C. Penney and Macy's an-

Legal Notices

Legal Bids & Proposals

OFFICIAL PUBLIC NOTICE
Bexar County, Texas

Address offers in response to RFP-MS-10022019, Request for Proposal for Home-Based Integrated Services, to Morgan Stanley, Contracts Attorney, Bexar County Juvenile Probation Department, 301 E. Mitchell, San Antonio, Texas 78210. Offers will be accepted until: 5:00p.m., CST, on Tuesday, December 31, 2019. The solicitation documents may be downloaded by registering with Texas Bid Net at <http://www.bidnetdirect.com>.

MARY QUINONES
County Purchasing Agent

OFFICIAL PUBLIC NOTICE
Bexar County, Texas

Sealed proposals for IFB Event #742, Armored Transport Services for Bexar County will be received by the Bexar County Purchasing Agent, Mary Quinones (210-335-2211), 1103 S. Frio, Purchasing Suite, San Antonio, Texas, 78207, until 10:00 a.m. (CT) Friday, January 24, 2020. The specifications can be found at www.bexar.org/purchasing, click on Solicitations. Bidders should use Unit Pricing. County payment methods are check or ACH. Payment and performance bonds are not required.

Legals/Public Notices

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Citation by Publication

SHERIFF SALE
REAL ESTATE

STATE OF TEXAS
COUNTY OF BEXAR

By virtue of an Execution and Order of Sale issued out of the 438th Judicial District Court of Bexar County, Texas on the 24th day of October, 2019 by the Clerk thereof in the case of:

BEXAR COUNTY, ET AL
VS
VIRGINIA VILLARREAL, AS INDEPENDENT ADMINISTRATRIX OF THE ESTATE OF ARNOLD G. VILLARREAL, ET AL
CAUSE NO. 2016TA100910

And to me as Sheriff, directed and delivered, I will proceed to sell to the highest bidder for cash at 10:00AM on JANUARY 7th, 2020, it being the first Tuesday of said month, at the area located outside on the west side of the Bexar County Courthouse which is near the intersection of S. Main Ave. and East Nueva Street, San Antonio, the following property, situated in the County of Bexar and the State of Texas and described as follows; to wit:

NEW CITY BLOCK I 1487, BLOCK 12, LOT 9, IN THE CITY OF SAN ANTONIO, BEXAR COUNTY, TEXAS, AS SHOWN IN VOLUME I0636, PAGE 0006 OF THE DEED AND PLAT RECORDS OF BEXAR COUNTY, TEXAS.
STREET ADDRESS: 5102 Pettus, San Antonio, TX 78228
ACCOUNT NUMBER(S): 114870120091

Levied on the 25nd day of November, 2019 and to be sold to satisfy the judgment dated the 17th day of July, 2018 in favor of the plaintiff: Bexar County, ET AL and Intervenor FGMS Holdings LLC recovered against Virginia Villarreal, A Independent Administratrix of the Estate of Arnold G. Villarreal, ET AL in the sum of \$7,741.95; any further cost of sale, plus attorney's fees, and interest at the rate of 18.00% per annum from July 17, 2018 to date of sale until paid all costs of suit, together with a foreclose sure of a lien on the above described property.

Legal Notices

Legal Bids & Proposals

BID NOTICE

The Guadalupe-Blanco River Authority (GBRA) is requesting sealed bids from qualified, responsible bidders to provide and install a temporary bypass pumping system and installation of proposed booster pump station improvements. All qualified firms including Small, Minority, and Women Owned Businesses are encouraged to submit bids in response to this bid invitation.

Bids may be submitted until 11:00 AM, on Wednesday, January 22, 2020, and shortly thereafter will be opened publicly and read aloud. Specifications and bid forms may be obtained at www.bidnetdirect.com

Citation by Publication

CITATION BY PUBLICATION
CAUSE NUMBER 2019CI22922

FREEDOM MORTGAGE
CORPORATION
Plaintiff

v.
ANISKA FRANCIS ET AL
FRANCIS, RUFUS
FRANCIS, JR., TAMARA
FRANCIS, UNKNOWN HEIRS
OF RUFUS KNOLLE FRANCIS
SR., DECEASED
Defendants

IN THE DISTRICT COURT
408th CIVIL DISTRICT
BEXAR COUNTY, TEXAS

Legals/Public Notices

NOTICE OF PUBLIC MEETING

The Royal School System board of directors will hold a public information meeting on Saturday, January 11, 2020 at 10 AM at the Pica Pica Plaza located at 910 SE Military Dr. San Antonio, TX 78214 on the issue of opening a new charter school, Royal Public Schools, which will serve students from grades K-12 in the South San Antonio area. General public and interested parents are welcomed to ask and learn more about proposed school model. If approved, school would begin in August 2021. Board of directors are: Dr. Ken Pascal, Abelardo Saavedra, Harriet Wasserstrum, Tom Sage, and Benjamin Warren. For more info, please call 210-947-0655 or email info@royaltx.org.

SPORTS

Cowboys trample Washington but won't go to the playoffs. **C1**



NATION

Civil rights activist, lawmaker Lewis has pancreatic cancer. **A4**



MYSA

How some local celebrities changed over the decade. **D1**

San Antonio Express-News

Monday, December 30, 2019 | ExpressNews.com and mySA.com | Vol. 155, No. 91 | The voice of South Texas since 1865 | \$2.00

Sunny: High 61, Low 37

B2 | Monday, December 30, 2019 | ExpressNews.com and mySA.com | San Antonio Express-News

Legal Notices

Legals/Public Notices

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Spurs to battle
Warriors as both
face struggles. **C1**



Harlandale ISD board votes to hire district's operations director as superintendent. **A3**



U.S. airstrikes
against militia
anger Iraqis. A7

San Antonio Express-News

Tuesday, December 31, 2019 | ExpressNews.com and mySA.com | Vol. 155, No. 92 | The voice of South Texas since 1865 | \$2.00

Partly sunny; High 58, Low 44

B6 | Tuesday, December 3, 2019 | ExpressNews.com and my36.com | San Antonio Express-News

BUSINESS

Legals/Public Notices

NOTICE OF PUBLIC MEETING

[illegible]

Legal Notices

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

The first-year school is going to enroll only Kindergarten, first and second-grade students. Below you will find Sample Math course scope and sequence that is aligned with the TEKS and includes learning goals, assessments, instructional materials, units that will be covered in sequence, the time allotted to each unit, and differentiation strategies.

Math Grade K
Fluency/UPSE/Class Procedures (3 Days)
Introduction: How to use Math Manipulatives/Stations/Blended learning tools (5 Days)
Topic 1: Numbers 0-5 (15 days)
K.2B Read, write and represent whole numbers from 0 to 5 with and without objects or pictures K.2A count forward and backward to 5 with and without objects
K.2C the last number counted tells the number of objects regardless of arrangement or order
K.2D instantly recognize a quantity of objects in an organized or random arrangement
K.2E using concrete or pictorial models create a number more, less, or equal to a number up to 5 K.2F generate a number that is one more than or one less than another number up to at least 5 K.2G Compare sets of objects up to at least 5 in each set using comparative language
K.2H Use comparative language to describe two numbers up to 5 presented as written numerals
Topic 2: Numbers 6-10 (15 days)
K.2B Read, write and represent whole numbers from 0 to 10 with and without objects or pictures K.2A count forward and backward to 10 with and without objects
K.2C the last number counted tells the number of objects regardless of arrangement or order
K.2D instantly recognize a quantity of objects in an organized or random arrangement
K.2E using concrete or pictorial models create a number more, less, or equal to a number up to 10 K.2F generate a number that is one more than or one less than another number up to at least 10 K.2G Compare sets of objects up to at least 10 in each set using comparative language
K.2H Use comparative language to describe two numbers up to 10 presented as written numerals
Topic 3: Measurement (12 days)
K.7A give an example of length, capacity, and weight
K.7B compare two objects with a measurable attribute, which has more or less and describe the difference
Topic 4: Data (9 days)
K.8A collect, sort, and organize data into two or three categories K.8B use data to create real-object picture graphs
K.8C draw conclusions from real-object and picture graphs
Topic 5: Numbers 11-20 (17 Days)

K.2B Read, write and represent whole numbers from 0 to 20 with and without objects or pictures K.2A count forward and backward to 20 with and without objects
K.2C the last number counted tells the number of objects regardless of arrangement or order K.2D instantly recognize a quantity of objects in an organized or random arrangement
K.2E using concrete or pictorial models create a number more, less, or equal to a number up to 20 K.2F generate a number that is one more than or one less than another number up to at least 20 K.2G Compare sets of objects up to at least 20 in each set using comparative language
K.2H Use comparative language to describe two numbers up to 20 presented as written numerals
Topic 6: Geometry (14 Days)
K.6AB identify 2D shapes and 3D solids K.6C identify the 2D components of a 3D solid
K.6D identify attributes to 2D shapes using informal and formal language K.6E classify and sort regular and irregular 2D and 3D shapes
K.6F create 2D shapes using material and drawings
Topic 7: Compose and Decompose Numbers (14 Days)
K.2I compose and decompose numbers up to 10 w/objects and pictures
Topic 8: Addition (15 days)
K.3A model the action of joining to represent addition
K.3B solve word problems using objects and drawing to finds up to 10
K.3C explain strategies used to solve problems involving adding using spoken words, concrete and pictorial models, and number sentences
Topic 9: Subtraction (13 Days)
K.3A model the action of separating to represent subtraction
K.3B solve word problems using objects and drawings to find differences within 10
K.3C explain strategies for solving problems with subtraction within 10 using spoken words, concrete and pictorial models, and number sentences
Topic 10: Algebraic Reasoning (12 Days)
K.5 recite numbers up to at least 100 by ones and tens beginning with any given #
Topic 11: Money and Financial Literacy (12 Days)
K.4 identify U.S. coins (pennies, nickels, dimes, and quarters) K.9A identify ways to earn money
K.9B differentiate between money received as income and money received as gifts K.9C list simple skills required for jobs
K.9D distinguish between wants and needs and identify income as a way to meet wants and needs
Topic 12: Relevant Review (8 Days)
K.2D, K.2F, K.2G, K.2H, K.2I, K.3A, K.3B, K.3C, K.4A, K.6A, K.6B, K.6C, K.6D, K.6E, K.6F, K.7A, K.8C, K.9A, K.9D
Topic 1, 2, 5 Should be reviewed every during the Calendar time

Sample Lesson Plan for Kindergarten

Royal Teaching Learning Framework (Royal-TLF)

Teacher Name: Jamie Escalante
Duration: 45 mins

Unit: Numbers 0-5
Grade Level: K

Objective:

2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative positions and magnitude of whole numbers, and relationships within the numeration system
(D) Recognize instantly the quantity of small group objects in organized and random arrangements.

Content and Processing Standards:

K.1 B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
K.1.E Create and use representations to organize, record, and communicate mathematical ideas

Lesson Focus, Key concepts, and Essential Questions:

How can you show and count 1 and 2 with objects?
How can you count and write 1 and 2 using words and numbers?
How can you show, count, and write 3 and 4 with and without objects?
How do you tell how many objects are in a group without counting?

End of Lesson and Unit Goals: students will be able to count one to one from 0 to 5. Students will be able to see a ten frame with 1, 2, 3, 4, 5 represented, and know the number without counting. Students will also be able to identify numerals 0-5 and match with an object representation.

Unit Vocabularies:

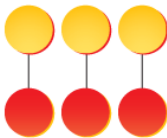
One:



2



Two:



Match:

Ten frame- is a simple graphic tool that allows people to “see” numbers

Greater than

Less than

Instructional Resources: manipulatives, worksheet with representations of 5, flashcards with common arrangements of 5, matching cards for 1-5, Math & science recording document, practice page for independent practice.

Misconceptions and Blind Spots:

Misconceptions

- Children may not fill the five frames from left to right.
- Children may not count objects as a set when they are arranged other than in a row. If 5 is arranged as 2, and 3, children count 2, and then 3.
- Children may say the wrong number is in a set.
- Children skip a number when counting backward.
- Children may count the counters removed rather than the ones left.

Considerations

Organized arrangements include ten frames and the arrangements of dots on random number generators. The number of items in a group should be ten or fewer.

For example, if a student picks up the number card “13,” the student then creates a pile of 13 counters. While children may experiment with writing numbers beyond 20, this standard place emphasis on numbers 0-20.

Accommodations, Modifications, and ELPS:

Vocabulary with models

Peer support

Teacher support

Manipulatives

ELPS

4(F) Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text

5(B) Write using newly acquired basic vocabulary and content-based grade-level vocabulary

What did I learn Yesterday?

Warm up-Write up Review making 4 from previous day. Have students hold four fingers. Challenge them to count out 4 things from their pencil boxes. Model making groups of 4 students.

Communicate with me!

Agenda for the lesson: Tell students that today they will learn how to count to 5. To show they have mastered counting to five will be able to count out 5 objects and then write the numeral 5.

Anticipatory Set: Ask the students what they know about counting. What are some objects that you can count? Name some numbers you say when you count. Hold up some fingers. How many fingers are you holding up? How do you know? Tell children that today you will be learning about the number 5. Tell the children to name things that they might have 5 of. How is 5 different than 4?

Instructional Activities:

Model: Take one of the Ziploc bags with 5 items. Empty the bag and model how to count the objects. Then have student count again with you. Then draw the items on your paper and write the number 5. Tell students that they will now practice counting. (repeat modeled process if needed).

Guided

Put the students in small groups. Give each group a ziplock bag with 4-5 objects. Have the students empty the bags and count the objects? Draw the number of items from the bag on their paper and then write the numeral for 4 or 5 Have the students repeat this activity twice and then have the groups switch their bags with the group next to them. Repeat three times.

- How many objects were in your bag? “There is _ number of objects in my bag.”
- How many partners are in your group? “We have _ partners in my group.”

Teacher will then pull worksheets with different arrangements of 5. Students will count and then write the numeral 5.

Next, the teacher will show students the most common arrangements of 5. Teacher will explain that when we see these arrangements, we don’t have to count.

Teacher will have 6 flashcards with common arrangements of 5. Teacher will flashcards to students and ask how many items they saw. The goal is for students to recognize common arrangements of 5.

Retain and attain

Daily Practice:

The student will complete practice page counting and writing numbers up to 5. Students should count, make the number with manipulatives, and then write the numeral.

Learn what I learned

Formative and Summative progress monitoring:

Formative:

- Teacher quick checks for understanding
- Small group practice
- Small group products

Summative

- End of unit test

Tell me what you Learned

Exit Ticket: The teacher will make an arrangement of 5 on the board. Students will count the arrangement and then write the numeral. Then the teacher will flash the common arrangement of 5 and students will write the number they saw.

Connect the dots/Create Buy-in

Background to Future Knowledge:

1.2(A) recognize instantly the quantity of structured arrangements

1.2 (C) use objects, pictures, and expanded and standard forms to represent numbers up to 120

STREAMS-360 Connection:

Art

Description- Students will create drawings with 5 items, or students will pick 5 materials that can be glued on to a paper and then create a drawing around the glued items.

Materials: paper, markers, crayons, items that can be glued.

Reading:

Description: Students will create, and I see 5 pages of their number book. Teacher will create an empty book with sentence stems (I see 5 _____). Students will draw their 5 items and fill in the blank.

Materials: Number book (one per student), crayons, markers.

Science

Description: Students will walk around the room and find 5 items that are similar or can be sorted by their physical properties.

Materials: Recording sheet, pencil

Small-Group and Adaptive Learning Plan:

Teacher Stations: Students will keep practicing counting, making, and writing 5 (review numbers 0-5). Teacher will practice helping students recognize common arrangements of 5.

Math & Science: See STREAMS 360 science.

Partner Work: Students will work in pairs to roll dice count the number of the dice and then make the rolled number with manipulatives.

Adaptive Learning Station: Sumdog

Independent Station: students will sort arrangements of 0-5 with the numerical representation.

Student Learning Goals and Interim Assessment				
Interim Assessment - Numbers 0-5				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.2(A) count forward and backward to at least 5 with and without objects	*Count forward to at least 5 with objects *Count backward to at least 5 without objects	Skill	Apply	3
K.2(B) read, write, and represent whole numbers from 0 to at least 5 with and without objects or pictures.	*Read numbers up to 5 with pictures *Represent numbers up to 5 with pictures *Write numbers up to 5 with pictures	Knowledge Skill Skill	Understand Apply Apply	4
K.2(C) the last number counted tells the number of objects regardless of arrangement or order	*Recognize that the last number said tells the number of objects in the set regardless of arrangement or order	Knowledge	Remember	1
K.2(D) recognize instantly the quantity of a small group of objects in organized and random arrangements	*Instantly recognize a small group of objects in an organized arrangement	Knowledge	Remember	1
K.2(E) generate a set using concrete pictorial models that represent a number that is more than, less than, and equal to a given number up to 5	*Generate a number more than a given number up to 5 *Generate a number equal to a given number up to 5 *Generate a number less than a given number up to 5	Skill/Product	Understand Create	3
K.2(F) generate a number that is one more or one less than another number up to at least 5	*Generate a number that is one more than another number up to 5 *Generate a number that is one less than another number up to 5	Skill/Product	Understand Create	3
K.2(G) compare sets of objects up to at least 20 in each set using comparative language	*Compare sets of objects up to 5 using comparative language	Reasoning	Analyzing	2
K.2(H) use comparative language to describe two numbers up to 5 presented as written numerals	*Use comparative language to describe a number as “greater than” when comparing two numerals *Use comparative language to describe a number as “equal to” when comparing two numerals	Reasoning	Analyzing	2

Interim Assessment Numbers 5-10				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.2(A) count forward and backward to at least 5 with and without objects	*Count forward to at least 10 with objects *Count backward to at least 10 without objects	Skill	Apply	2
K.2(B) read, write, and represent whole numbers from 0 to at least 5 with and without objects or pictures.	*Read numbers up to 10 with pictures *Represent numbers up to 10 with pictures *Write numbers up to 10 with pictures	Knowledge Skill Skill	Understand Apply Apply	4
K.2(C) the last number counted tells the number of objects regardless of arrangement or order	*Recognize that the last number said tells the number of objects in the set regardless of arrangement or order	Knowledge	Remember	1
K.2(D) recognize instantly the quantity of a small group of objects in organized and random arrangements	*Instantly recognize a small group of objects in an organized arrangement	Knowledge	Remember	1
K.2(E) generate a set using concrete pictorial models that represent a number that is more than, less than, and equal to a given number up to 5	*Generate a number more than a given number up to 10 *Generate a number equal to a given number up to 10 *Generate a number less than a given number up to 10	Skill/Product	Understand Create	3
K.2(F) generate a number that is one more or one less than another number up to at least 5	*Generate a number that is one more than another number up to 10 *Generate a number that is one less than another number up to 10	Skill/Product	Understand Create	2
K.2(G) compare sets of objects up to at least 20 in each set using comparative language	*Compare sets of objects up to 5 using comparative language	Reasoning	Analyzing	1
K.2(H) use comparative language to describe two numbers up to 5 presented as written numerals	*Use comparative language to describe a number as “greater than” when comparing two numerals *Use comparative language to describe a number as “equal to” when comparing two numerals	Reasoning	Analyzing	2

Interim Assessment Measurement				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.7.A give an example of a measurable attribute of a given object, including length, capacity, and weight	measurable attribute of	Skill	Apply	6
K.7.B compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	*Describe the difference in length as longer, taller, shorter, or the same *Describe the difference in weight as heavier than, lighter than, or equal to *Describe the difference in capacity as heavier than, lighter than, or equal to *Use language to describe the difference in length, weight, and capacity	Knowledge Skill Skill	Understand Apply Apply	9
Interim Assessment Data Analysis				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.8A Collect, sort, and organize data into two or three categories	use one-to-one correspondence to count objects or pictures on each graph	Reasoning	Analyze	1
	identify similar objects that would be grouped together	Reasoning	Analyze	2
	sort data into two or three categories	Skill	Apply	1
K.8B Use data to create real-objects and picture graphs	use one-to-one correspondence to count objects or pictures on each graph	Skill	Apply	1
	use data to create picture graphs	Skill	Apply	3
K.8C Draw conclusions from real-objects and picture graph	answer questions using information from picture graphs	Reasoning	Analyze	2
	draw conclusions using picture graphs	Reasoning	Analyze	2

Interim Assessment Numbers 11-20				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.2(B) read, write, and represent whole numbers from 0 to at least 5 with and without objects or pictures.	*Read numbers up to 10 with pictures *Represent numbers up to 10 with pictures *Write numbers up to 10 with pictures	Knowledge Skill Skill	Understand Apply Apply	8
K.2(C) the last number counted tells the number of objects regardless of arrangement or order	*Count a set of objects up to at least 20	Knowledge	Remember	1
K.2(F) generate a number that is one more or one less than another number up to at least 5	*Generate a number that is one more than another number up to 10 *Generate a number that is one less than another number up to 10	Skill/Product	Understand Create	2
K.2(H) use comparative language to describe two numbers up to 5 presented as written numerals	*Use comparative language to describe a number as "greater than" when comparing two numerals *Use comparative language to describe a number as "equal to" when comparing two numerals	Reasoning	Analyzing	1
Interim Assessment Geometry				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.6A Identify two-dimensional shapes, including circles, triangles, rectangles, and	Identify two-dimensional shapes	Knowledge	Remembering	1
	Identify squares as special rectangles	Knowledge	Remembering	1
K.6B Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world	Identify cylinders in the real world.	Knowledge	Understanding	1
	Identify cones in the real world.	Knowledge	Understanding	1
	Identify spheres in the real world.	Knowledge	Understanding	1
	Identify cubes in the real world.	Knowledge	Understanding	1
K.6C Identify two-dimensional components of three-dimensional objects	Identify two-dimensional components of three-dimensional shapes	Skill	Applying	2
K.6D Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably	Identify attributes of two-dimensional shapes using formal geometric language	Knowledge	Understanding	2
K.6E Classify and sort a variety of regular and irregular two-dimensional and three-dimensional figures regardless of orientation or size	Classify and sort regular three-dimensional shapes	Knowledge/Skill	Remembering/ Applying	3
K.6F Create two-dimensional shapes using a variety of materials and drawings	Create two-dimensional shapes using a variety of drawings	Reasoning	Analyzing	2

Interim Assessment Compose and Decompose Numbers				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.2I compose numbers and decompose numbers up to 10 with objects and pictures	compose numbers up to 10 with objects compose numbers up to 10 with pictures decompose numbers up to 10 with objects decompose numbers up to 10 with pictures	Skill	Apply	15
Interim Assessment-Addition				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
the action of joining to represent	Model the action of joining to represent addition	S	Apply	2
K.3B Solve word problems using objects and drawings to find sums up to 10 and differences within 10	Solve word problems using objects to find sums up to 10	S	Create	5
	Solve word problems using drawings to find sums up to 10	S	Create	
K.3C Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences	Explain the strategies used to solve problems involving adding within 10 using spoken words	S	Understand	8
	Explain the strategies used to solve problems involving adding within 10 using concrete models	S	Understand	
	Explain the strategies used to solve problems involving adding within 10 using pictorial models	S	Understand	
	Explain the strategies used to solve problems involving adding within 10 using number sentences	S	Understand	

Interim Assessment Subtraction				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.3A Model the action of separating to represent subtraction	Model the action of separating to represent subtraction	S	Apply	3
K.3B Solve word problems using objects and drawings to find sums up to 10 and differences within 10	Solve word problems using objects to find differences up to 10	S	Create	6
	Solve word problems using drawings to find differences up to 10	S	Create	
K.3C Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences	Explain the strategies used to solve problems involving subtracting within 10 using spoken words	S	Understand	6
	Explain the strategies used to solve problems involving subtracting within 10 using concrete models	S	Understand	
	Explain the strategies used to solve problems involving subtracting within 10 using pictorial models	S	Understand	
	Explain the strategies used to solve problems involving subtracting within 10 using number sentences	S	Understand	

Interim Assessment-Money and Financial Literacy				
Student Expectation TEKS	Student Learning Goals	Target Type (K, R, S, P)	Cognitive Level (Bloom's)	# of Questions
K.4(A) identify U.S. coins by name, including pennies, nickels, dimes and quarters	identify U.S. Coins by name	K	Apply	5
	*pennies			
	*nickels			
	*dimes			
	*quarters			
	identify the attributes of each coin regardless of the coins traditional or other images	S	Apply	
K.9(A) identify ways to earn income	explain income	S	Understand	3
	identify ways to earn income	K	Apply	
K.9(B) differentiate between money received as income and money received as gifts	explain receiving money as income	S	Understand	2
	explain receiving money as a gift	S	Understand	
	discuss occasions when money may received as a gift (ex. birthdays, holidays)	S	Understand	
	identify when money is earned by income	K	Apply	
	identify when money is received as a gift	K	Apply	
K.9(c) list simple skills required for jobs	identify jobs people may have	K	Apply	3
	explain skills needed for each job	S	Understand	
	identify tools needed to perform specific jobs	K	Understand	
K.9(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs	explain wants	S	Understand	2
	identify wants	K	Understand	
	explain needs	S	Understand	
	identify needs	K	Understand	
	discuss how income can be used to meet one's wants and needs	S	Understand	
	make choices between wants and needs	S	Apply	

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

ROYAL PUBLIC SCHOOLS

STUDENT DISCIPLINE POLICY

Royal Public Schools (school) is committed to providing a learning environment that is conducive to the achievement of academic excellence and the development of age-appropriate social skills and relationships. Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he/she is expected to conduct him or herself in a manner compatible with the school's function and in accordance with policies and regulations concerning student conduct and discipline, including but not limited to the grounds for suspension, expulsion and classroom removal. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will result in disciplinary action.

General Guidelines

The School personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Student Code of Conduct

The Student Code of Conduct shall be:

1. Made available for review in the front office; and
2. The policy will be presented in the Parent/Student Handbook that is signed by the parent when receiving the handbook during registration. The handbook is also posted on the school website for access and review as needed by the parent or guardian.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Corporal Punishment

The school will not administer corporal punishment upon a student for misconduct. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Jurisdiction

The school may discipline a student:

For any violation of the Code committed while a student is

1. On school property;
2. In transit to and from school;

3. Attending any school-related or school-sponsored activity, so long as the student is under the direction of a school employee;
4. On the school property of another Texas school district;
5. Attending another district's school-sponsored or school-related activity;
6. When a school employee or volunteer is a victim of retaliation no matter when or where it takes place; or
7. When a felony is committed.

Standards for Student Conduct

Classroom Rules

Students shall:

- Not disrupt classroom activities.
- Follow instructions and directives immediately.
- Not chew gum or bring food or drink in the building, except in designated food service areas.
- Not leave class without permission. Any student leaving class must have a hall pass.

School-Wide Rules

Students shall:

- Behave in a responsible manner, always exercising self-discipline and control.
- Attend all classes, regularly and on time.
- Demonstrate courtesy at all times.
- Meet school standards for grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights of others, including property and facilities of the school.
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order and discipline.

Progressive Discipline Policy

The School's progressive discipline policy provides a progression of interventions that accompany each successive disciplinary referral to the assistant principal (dean of student). At the Dean's office, students are encouraged to reflect on their actions, take a cooling-off period, and if necessary, ask for help in resolving ongoing issues. When a student violates classroom rules teachers use interventions, such as verbal reminders, moving a student's seat, one on one after class conversations and a phone call home. After documenting three interventions, including a phone call home, teachers will refer students to the Dean's Office.

For highly disruptive or unsafe behaviors, students can receive an immediate referral to the Dean's Office. More serious school violations, including but not limited to:

- Physical violence
- Threatening others
- Vandalism

- Jeopardizing the safety of others
- Theft, and any other illegal or dangerous activities,

Progression of Dean's Office Referrals

First Referral

- Student reflects on actions
- Student meets with Counselor, Assistant Principal, or Principal and finds a way to repair his/her actions
- Counselor, Assistant Principal, or Principal calls parents to inform them of the situation.

Second Referral

- Students reflect on his/her actions,
- Student meets with Counselor, Assistant Principal or Principal
- Student performs a repair and loses a recess
- Parents must meet with Counselor, Assistant Principal, or Principal.

Third Referral

- Student reflects on his/her actions,
- Student meets with Counselor, Assistant Principal or Principal
- Student performs a repair and loses a recess.
- Parent and student should visit student's resident school to provide the student with perspective on his/her educational choices.
- Student may be referred for additional counseling.

Fourth Referral

- Student reflects on his/her actions,
- Student meets with Counselor, Assistant Principal, or Principal,
- Student performs a repair and lose a recess
- Student is referred for counseling or other remediation.
- Parent is encouraged to take student to visit the alternative/continuation school that student's district might require him/her to attend if student is expelled.
- Student loses field trip privileges for trimester and must perform an act of service to make up for the impact of his/her actions on his/her community.
- 8th grade students lose end of year privileges, which may include student culmination ceremony.

Fifth Referral

- Student reflects on his/her actions,
- Student meets with Counselor, Assistant Principal, or Principal, performs a repair and loses a recess. Student is suspended.
- Parents must attend a meeting where a behavior contract is created. Students will be referred for expulsion if he/she violates the contract.

Sixth Referral

- Student is referred for expulsion.

Suspension/Expulsion

The following list gives the School the *option* to expel, but does not require expulsion for the listed offenses. Under this policy, the student may be expelled only when one of these offenses is committed on a campus, at a School-sponsored or School-related event or activity, or during transportation to or from a School-sponsored activity. Be aware that [§ 37.007](#) (the list that is in the Code) permits expulsions for certain listed non-school related criminal acts.

Notice of Expellable Offenses

The Board hereby adopts the following policy and additions to the Code of Conduct and directs that the Chief Executive Officer disseminate this policy to all students and parents.

A student committing one of the following offenses, whether on campus, during transportation to or from a School-sponsored activity, or at a School-sponsored or School-related event or activity, is subject to expulsion.

- Stealing from students, staff, campus visitors, or theft or misuse of School property.
- Committing extortion, coercion, or blackmail, including obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
- Aggressive, disruptive action or group demonstration that substantially disrupts or materially interferes with School activities.
- Engaging in verbal abuse such as name-calling, racial or ethnic slurs, or derogatory statements, that may disrupt the School environment or incite violence.
- Insubordination.
- Directing disrespect or directing profanity, vulgar language, or obscene gestures toward teachers, other School employees or students.
- Fighting, committing physical abuse, or threatening physical abuse.
- Hazing.
- Engaging in offensive conduct that constitutes sexual harassment or sexual abuse, whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward other students or School employees.
- Possession of, or conspiracy to possess, any explosive or explosive device, or explosive-appearing device.
- Falsification of records, passes or other School-related documents.
- Possession or distribution of pornographic materials.
- Making or assisting in making threats, including threats against individuals, and bomb threats.

- Refusing to accept discipline management techniques proposed by a teacher or by administration.
- Any conduct that materially disrupts the School environment or educational process.
- Selling or trading on campus any item not authorized by the administration.
- Placing a prohibited substance in another person's food, drink and/or other possessions.
- Participating in gang-related activities.
- Using any electronic equipment (*i.e.*, paging devices or cellular phones) in a manner that disrupts the peace or provokes hostility.
- Possessing, exhibiting or using a pellet gun, air-powered rifle, paint ball gun, BB-gun, sling-shot or other device which propels a projectile by compressed air or gas, chemical, springs or elastic material.
- Possessing, exhibiting or using devices that produce loud noises (cap guns, fireworks noise devices, etc.).
- Violating any rule set forth in this Code or School policy pertaining to computers and the Internet.
- Possessing or using a firearm or explosive devices.
- Possessing firearm or explosive device look-alikes (toy guns, fake guns, fake explosive devices).
- Possessing or using unloaded firearm accessories, components or parts (such as but not limited to a gun barrel, gun magazine, housing, grip, receiver, bolt, butt stock, scope, or firing mechanism).
- Possessing, exhibiting, or using weapons including but not limited to knives (regardless of design or length); brass knuckles or similar items;
- Possessing, exhibiting, or using any of the following:
 - tobacco products;
 - alcohol products;
 - matches, lighters;
 - a prescription drug not belonging to the person;
 - unlawful drugs or controlled substances;
 - any drug look-alike product;
 - any so-called designer legal drug, party pill, or synthetic drug.
- Pulling a fire alarm as a prank, in a building owned or operated by the School when there is no smoke, fire, or danger that requires evacuation.
- Repeatedly violating classroom standards of behavior or repeatedly creating classroom disturbances.
- Displaying or using mace or pepper spray or other similar substance.
- Possessing or using fireworks or stink bombs.
- Acts of discrimination relating to race, ethnicity or national origin.

- Sexual harassment, sexual acts.
- Possession of noxious chemicals or toxins.
- Assaults that cause or threaten bodily injury to another.
- Academic dishonesty, such as cheating and plagiarism.
- Computer misuse.
- Bullying.
- Bomb threats.
- Willful destruction or defacement of School property.
- Conduct punishable as a felony.
- Offenses listed in [Texas Education Code § 37.007](#).
- Repeated minor offenses (including but not limited to repeated violations of the dress code).

Procedures for Suspensions and Expulsions

Suspensions

The School may suspend a student for up to five school days for Student Code of Conduct violations. Suspension may be in-school or out-of-school in the discretion of the suspending administrator. Prior to the suspension, the principal or other designated administrator will hold an informal conference with the student. The purpose is to notify the student of the violations charged, the factual basis for the charges, and to permit the student to present his or her version of the incident. Parents or guardians will be notified of the suspension as soon as practically possible. The parents or guardians will be informed of the violations charged, and the factual basis for the charges. The administrator may offer, and the parents or guardians may request, a further conference with the principal or designee. The decision of the administration is final and may not be appealed to the Board of Directors.

The conditions of the suspension will be decided in the sole discretion of the administration. These conditions will address the number of days of the suspension, on-campus or off-campus suspension, exclusion from extra-curricular activities, the opportunity to receive credit for missed class work, and other conditions. A suspension may be combined with other discipline consequences in the sole discretion of the administration.

Emergency Suspensions

In an emergency, the administration may order the immediate suspension of a student for up to five school days if the student's presence at School or School-sponsored or School-related activities, threatens the health, safety, or welfare of himself/herself or others. A conference with the student will be held within three school days of the suspension. Parents/Guardians may attend this

conference. The purpose is to notify the student of the violations charged, the factual basis for the charges, and to permit the student to present his or her version of the incident.

Expulsions

Expulsions, either permanent or for a specified period, may be imposed for those infractions of the Student Code of Conduct listed above (*see* **Notice of Expellable Offenses**). The decision of whether to suspend, expel or apply any lesser form of discipline will rely on an assessment of the facts and circumstances of each case. The length of the expulsion, the opportunity, if any, to return to the educational program, the conditions of return, and other conditions of the expulsion will be decided by the administration. An expulsion may be preceded by a suspension.

An expulsion affects, for the period of the expulsion, a general severance of the student from the right to attend the School and to receive educational services from the School. Expulsions can be permanent or for a period of time. The length of the expulsion, the opportunity, if any, to return to the educational program, the conditions of return, and other conditions of the expulsion will be decided by the administration.

Hearing Before the Principal

Prior to a decision to expel, the administration shall conduct an expulsion hearing. The parents or guardians must be provided with at least twenty-four hours' prior notice of the hearing. The notice must include a statement of the offense or offenses with which the student is charged, notice that the student is potentially subject to discipline consequences including expulsion, and the time and place for the hearing. The hearing normally occurs within three school days of the date of the notice, but in cases in which a student has been suspended for a period exceeding five school days, the hearing shall not take place later than five school days of the date of the suspension (the parties may mutually agree to extend the date). The purpose of the hearing is to notify the student of the violations charged, the factual basis for the charges, and to allow the student to present his or her version of the incident. Parents or guardians may, but are not required, to attend and participate in the hearing. The parents or guardians may present evidence on the student's behalf, hear the School's evidence and witnesses, and may be represented by an attorney if they wish.

The hearing will be audio recorded or transcribed. An appropriate order in writing will thereafter issue. In the event of a decision to expel, the order will specify the length of the expulsion, and the right to appeal the order to the Board of Directors.

Appeal to the Board of Directors

To affect an appeal, the parents or guardians must notify the Principal of the appeal in writing within seven calendar days of receipt of the order. The Board shall listen to the audio tape of the hearing, or review a hearing transcript, or take any other appropriate action in reaching a decision at the next regularly scheduled Board meeting, or, in the discretion of the Board, at a specially called meeting.

The Board will notify the parents or guardians of its decision in writing. An appeal to the Board of an expulsion decision will not abate that decision pending the Board's review and final decision.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.

Suspension/Expulsion Requirement

A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special education due process appeal to a TEA special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to YCP, unless YCP and the student's parents agree otherwise.

DEFINITIONS

Bullying: Engaging in behavior that prevents or discourages another student from exercising his/her right to public education by use of threats, coercion, repeated harassment, abuse, and/or intimidation, whether physical, psychological, sexual or indirect through electronic, digital or telephonic means.

Corporal Punishment: Physically punishing a student for violation of the Code of Conduct; corporal punishment does not include that use of force necessary to (i) calm a disturbance; (ii) obtain possession of a weapon or other dangerous object; (iii) defend oneself; or (iv) protect persons or property.

Disability: Physical or mental impairment that substantially limits one or more major life activities of an individual; a record of such impairment; being regarded as having such impairment; or having a specific disability, including, but not limited to, autism, mental retardation, specific learning disability, hearing impairment, speech/language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, traumatic brain injury, other health impairment.

Expulsion: Removal of a student from the School for more than ten (10) days due to a violation of the Student Code of Conduct.

Gang: Any organization with an identifying name, sign or symbol, or that individually or collectively engages in or has engaged in activity or conduct, or a pattern of activity or conduct that endangers or disrupts the safety of the School or members of the School community.

IEP: Individualized Education Plan developed for a student with a disability who qualifies to receive special education services.

In-School Suspension: A disciplinary measure taken by the Administration which allows a student to attend school, but which prohibits the student from attending regular classes.

Manifestation Determination: A meeting of teachers, parents, and relevant members of an IEP Team regarding the conduct of a student eligible to receive special Education services, during which the team evaluates all relevant information and any unique circumstances to determine whether (i) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (ii) the conduct was the direct result of the School's failure to implement the student's IEP.

NOREP: Notice of Recommended Educational Placement, which is presented to the parent(s) of a student who qualifies to receive special education services, and recommends an appropriate placement for the student and discussed the appropriate educational program for the student.

Possession: Physical control over property, whether lost, found or stolen, which may include items contained in or on clothing, in lockers, storage areas or bags.

School Grounds: Any property owned or leased by, or licensed to the Charter School, and/or utilized by the School in association with any vendor.

School Privileges: Any school-related or school-sponsored activities or programs, including but not limited to, graduation ceremonies, dances, class trips, sports, clubs, recess, or any other extracurricular activities. Participation in these activities are privileges not rights.

Serious Bodily Injury: Bodily injury that creates a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of any bodily member, organ or mental faculty.

Suspension: Involuntary removal of a student from class and/or school attendance for a period of ten (10) school days or fewer.

Trespass: Entry upon school property without permission or when prohibited.

Weapon: any instrument, including, but not limited to, any knife, cutting instrument or tool, nunchaku, firearm, shotgun, rifle, explosive device, pepper spray, mace, laser pointer and any other tool or implement capable of inflicting serious bodily injury to another.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Education	
Right: Students have the right to a public education, unimpaired because of gender, race, religion, national origin, medical condition, disability, parenthood, marital status, economic status, personal characteristics, or any reason not related to their individual capacities.	Responsibility: Students have the responsibility to avoid actions or activities that interfere with other students' rights to an unimpaired public education.

Learning Environment	
Right: Students have the right to an orderly school and classroom environment that will promote learning for all students.	Responsibility: Students have the responsibility to ensure that their action does not disrupt the School or classroom environment, or school activities.

Expression

<p>Right: Students have the right to express themselves in speech, writing and/or expression within the boundaries defined by federal and state law, and the policies established by the School.</p>	<p>Responsibilities: Students have the responsibility to ensure that their expression does not disrupt the School or classroom environment, or school activities</p>
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Possession and Distribution of Literature	
<p>Right: Students have the right to possess and distribute literature, including, but not limited to, books, newspapers, magazines, pamphlets, handbills, or leaflets in accordance with federal, state and/or local law, and the policies established by the School. The Chief Administrative Officer or Principal has the authority to determine the time, place and manner of distribution.</p>	<p>Responsibility: Students have the responsibility to ensure that the literature they possess or distribute does not infringe upon the rights of others, and does not contain offensive language of a religious, racial or ethnic nature, or language that may be construed as harassing or obscene.</p>

Religion	
<p>Right: Students have the right to their own religious beliefs and the exercise of those beliefs.</p>	<p>Responsibility: Students have the responsibility to ensure that the exercise of religious freedom does not infringe upon the Constitutional rights and freedom of religious expression of others.</p>

Privacy	
<p>Right: Students have the right to be free from unreasonable searches and seizures of their personal property and possessions. A search is reasonable if the School official has reasonable ground for suspecting that the search will uncover evidence of a rule violation or a criminal violation.</p>	<p>Responsibility: Students have the responsibility to not possess materials, objects, implements, and/or instruments that are prohibited by federal, state and/or local law or that may be disruptive or otherwise in violation of the School's Rules.</p>

Peaceful Assembly

Right: Students have the right to a peaceful assembly.	Responsibility: Students have the responsibility to secure approval for use of school facilities for assembly; to discuss with an administrator the appropriateness of the facility for the function; and to ensure that assembly does not disrupt the educational process. Lack of adequate supervision shall be grounds for disapproval of assembly.
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Transportation	
Right: Students have the right to safe and orderly transportation to and from school or a school activity when transportation is provided.	Responsibility: Students have the responsibility to ensure that their conduct contributes to a safe and orderly atmosphere; to refrain from conduct which may cause a hazard to themselves, their fellow students, or to the public; and to refrain from violating federal, state and/or local laws or school policy regarding transportation. Students who fail to fulfill their responsibility may relinquish their right to transportation.

RIGHTS AND RESPONSIBILITIES OF PARENTS

Enrollment	
Right: Parents have the right to enroll their children in the School, regardless of their district of residence, within the enrollment guidelines established by the Board of Directors.	Responsibility: Parents have the responsibility to ensure that their children who are enrolled in the Charter School attend school regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Directors.

Progress	
Right: Parents have the right to receive regular official reports of their children's academic progress, through both written and oral communication.	Responsibility: Parents have the responsibility to assist the School and their children in achieving their academic potential, including planning a time and place for completing homework, and providing the necessary supervision while their children complete assignments. In addition, parents have the responsibility to attend and participate in all parent-teacher conferences.

Language Preference

<p>Right: Parents have the right to receive any oral and written communication from the School in the language used by the family in the home. This right includes the right to have a translator present at any disciplinary proceedings commenced against their child.</p>	<p>Responsibility: Parents have the responsibility to inform the School when they need to receive oral and written communication in a language other than English. This responsibility includes the responsibility to notify the School if a translator will be necessary at any disciplinary proceedings commenced against their child.</p>
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Enforcement	
<p>Right: Parents have the right to ensure that the provisions of this Code are applied reasonably and fairly with respect to their children.</p>	<p>Responsibility: Parents have the responsibility to understand the rules set forth in this Code and to discuss expected behavior with their children, as well as to inform the Administration and/or the Board of Directors of their concerns regarding the application of this Code to their children in a calm and reasoned manner.</p>

DRESS CODE

The School reserves the right to establish dress and grooming guidelines that are within the parameters of generally accepted community standards. Students are required to show proper attention to personal cleanliness. Fashions and fads that constitute a health hazard to one's self or others will not be permitted.

Student dress and personal hygiene must be of such character so as not to disrupt or distract from the educational environment of the school. Any form of dress or appearance so determined is prohibited. Students who are in violation of the dress code must immediately change into alternative clothing provided by the School or parent to correct the violation. If it is not feasible to correct the violation, the student will be sent home. The School's dress code:

1. Requires that shorts and skirts reach the tip of the middle finger when the hands are fully extended to the side. Slits in skirts and dresses must be to the kneecap.
2. Requires that any emerging trend, which is not addressed below, will be evaluated by the administration.
3. Requires the wearing of shoes.
4. Prohibits the wearing of apparel that may constitute a threat to the health, safety or welfare of others. This includes wallet chains, belts (made of chain), etc.
5. Prohibits "dog collars", spiked bracelets, or chains that could be dangerous to persons or destructive to school property.
6. Requires that shirts/blouses/trousers be properly buttoned in accord with the design. See-through material must be worn with shirts, shorts, or skirt underneath.

7. Prohibits slogans or sayings written across sensitive areas of the body or written/pictorial graphics that draw attention to sensitive areas of the body (chest, buttocks, pelvis, etc.)
8. Prohibits the wearing of spandex clothing, biking pants, boxer shorts, or exercise clothing. Sweat suit clothing is permitted.
9. Prohibits canes or cane-like items unless approved by the School nurse.
10. Prohibits the wearing of tank tops, crop tops, mesh clothing, or bare midriff attire.
11. Prohibits the wearing of hats, sweat bands, head gear, and sunglasses in the building.
12. Prohibits the display of slogans or advertising of alcohol, tobacco products, or drug paraphernalia on clothing which by their controversial or obscene nature disrupt the educational setting or are sexual in nature and/or offensive to any ethnic group.
13. Prohibits the wearing of bandanas and handkerchiefs on heads, around necks, hanging out of the pocket or tied to any body part. Any clothing identified as gang related is strictly prohibited.
14. Prohibits the wearing of torn and/or ripped clothing that exposes sensitive areas of the body or presents a safety hazard.
15. Requires that pants or shorts be worn to the waist (no low rise pants) and the pants be of a length, unrolled, which do not touch the floor.
16. Prohibits the wearing of oversized clothing which shall include pants, t-shirts, shirts, coats, and jackets.
17. Requires that coats, jackets, or garments designed for protection from outside elements shall not be worn in the building during the School day.
18. Prohibits the wearing of earrings and body rings in a location other than the ears, during physical education and other classes which may pose a health hazard. A teacher may require the removal of earrings or other jewelry, in such situations; to the extent such jewelry poses a health or safety hazard to the student or others.
19. Prohibits other ornamentation that attracts undue attention or is distracting or disruptive to classes.
20. Requires that tattoos displaying objectionable material must be covered. Objectionable material includes, but is not limited to, material determined to be obscene, profane, frightening, disgraceful, degrading or gang related.
21. Allows that individual arts and physical education teachers may set their own requirements for appropriate dress for their class.
22. Requires that the first period teacher check their students for dress code violations and send them to the office if there is a problem.
23. Permits that the administrative staff shall have the right to modify specific items in these regulations as school situations and activities merit.
24. Requires that in situations where a disagreement exists as to whether or not the attire is appropriate, the Principal shall make the final decision.

GUIDELINES AND CONSEQUENCES FOR STUDENT BEHAVIOR

No student may engage in conduct, or encourage any other person to engage in conduct, that jeopardizes or threatens the health, safety or welfare of any member of the School community, or that disrupts or undermines the educational mission of the School.

None of the consequences listed below will be applied in such a manner as to discriminate against any student based on gender, race, religion, national origin, medical condition, disability,

parenthood, marital status, economic status, personal characteristics, or any reason not related to his/her individual capacities, the administration of the School will impose consequences for behavior that falls within the range of consequences for a particular violation of this Code. The severity and/or nature of the consequence imposed will be based on factors including, but not limited to, age of the student, number of prior offenses, disability, and/or severity of the violation.

The School has the right to impose consequences for acts or behaviors that are not specifically delineated within this Code if those acts or behaviors threaten the health, safety and/or welfare of other members of the School community, or if those acts or behaviors disrupt the learning environment.

Various means may be used by school personnel to discourage or extinguish undesirable behaviors. Such means may include counseling the student; conferencing with the parent(s); assigning extra responsibilities at school; assigning community service; or imposing detention, in-school suspension, out-of-school suspension for up to ten (10) consecutive school days, expulsion for a period of more than ten (10) consecutive school days, or permanent expulsion.

Corporal punishment is discouraged by the School. However, it may be imposed as a consequence for violations of this Student Handbook. Only the principal or assistant principal may apply corporal punishment, and parents may excuse their children from physical punishment through written request.

School personnel may use reasonable force necessary to stop a disturbance which threatens the health, safety or well-being of another; to protect the School property; to gain possession from a student of a weapon or other instrumentality which is or may be used to cause injury to another; or to engage in self-defense.

RULES

Students who engage in activities that violate any federal, state and/or local law may be subject to criminal charges and punishment in addition to any disciplinary measures undertaken by the School.

Rule 1: No student may disrupt the School or the learning environment.

- Students shall act in a courteous manner at all times and toward all members of the school community, and shall not engage in conduct which disrupts any school-sponsored or school-related educational program or activity.
- The following, although not exhaustive, shall be considered violations of this Rule:
 1. Disobedience
 2. Disrespect
 3. Dishonesty
 4. Failure to follow established school or classroom rules
 5. Failure to attend class without a valid excuse
 6. Failure to comply with the established dress code
 7. Failure to comply with the established attendance policy
 8. Loitering and/or failure to provide identification upon request – No Loitering in hallways, restrooms, atrium or any areas in or out of school buildings

9. Possession or use of beepers, pagers, not including a calculator or digital watch, during school hours or programs.
10. Running or making of excessive noise in the School building

Rule 2: No student shall use offensive language.

- Students shall refrain from using language that may be classified as obscene, offensive or vulgar, or which would violate school policies regarding discrimination and/or harassment of any kind.
- A student will be considered to have violated this Rule if he/she makes libelous or slanderous remarks directed at another member of the School community.
- A student will be considered to have violated this Rule if he/she sends or forwards any offensive, sexually-oriented, obscene, vulgar, and/or threatening messages, picture, or symbols from any source to any member of the School community.
- A student will be considered to have violated this Rule if he/she wears or displays any colors or symbols with the intent to show or indicate allegiance to or affiliation with any gang.

Rule 3: Students shall maintain good records of attendance.

- Students shall adhere to the School's Attendance Policy.
- The following, although not exhaustive, will be considered violations of this Rule:
 1. Excessive absence
 2. Excessive lateness or tardiness
 3. Failure to report to class without a valid excuse (cutting class)
 4. Truancy

Rule 4 Students shall maintain the highest standards of academic honesty and integrity.

- A student will be considered to have violated this Rule if he/she forges any paper, report, test or notes, or engages in any other type of cheating and/or copying of the work of another student.
- A student will be considered to have violated this Rule if he/she plagiarizes any publication or paraphrases any publication without appropriate citation.

Rule 5: Students shall be respectful, self-controlled, non-disruptive and considerate in their relationships with all members of the School community.

Rule 6: Students shall not engage in gambling, or take or place bets on chance for personal benefit.

Rule 7: Students shall not engage in improper use of technology.

- Students shall respect the computer privileges granted to them and shall comply with the School's Acceptable Use Policy whenever they use the School's computers, equipment, network system or any other technology owned by or licensed through the School.
- The following, although not exhaustive, shall be considered violations of this Rule:
 1. Giving his/her password to another individual
 2. Using another's password
 3. Illegally downloading copyrighted material from the internet

4. Purposely or recklessly visiting sites on the internet that contain sexually explicit or otherwise offensive materials
5. Harming, damaging or disrupting hardware and/or software
6. Harming or destroying the data of another person or student
7. Harming or destroying the internet or other school networks
8. Purposely or recklessly creating, downloading, or uploading a computer virus
9. Breaking into or hacking into other files or systems.
10. Accessing and/or altering school records, information or files without express permission
11. Conducting any business enterprise

Rule 8: Students shall not damage, deface, destroy or steal school property or Personal property of another member of the school community.

- A student will be considered to have violated this Rule if he/she creates graffiti, carves, tears, cuts or otherwise marks, regardless of whether the marking is permanent, property owned or leased by, or licensed to the School.
- A student will be considered to have violated this Rule if he/she steals or attempts to steal school property or any property leased or licensed to the School, or the personal property of another member of the School community while on school property or at any school-sponsored or school-related activity or event.

Rule 9: Students shall not cause or attempt to cause physical injury to any member of the School community.

- Students will be held responsible for their purposeful, reckless and negligent actions and the reasonably foreseeable consequences of their actions from the School as well as the police.
- The following, although not exhaustive, shall be considered violations of this Rule:
 1. Physical contact by pushing, shoving or hitting
 2. Physical contact by kicking
 3. Throwing any object that may cause injury to another at any member of the School community
 4. Biting
 5. Spitting
 6. Roughhousing or horseplay
 7. Verbal or physical confrontation/fighting

Rule 10: Students shall not recklessly endanger any member of the School community.

- Students shall not act in any manner which creates a substantial and unjustifiable risk of harm to others and indicates a conscious indifference to the consequences of the act. Any verbal or physical intimidation or fighting are prohibited.

Rule 11: Students shall not falsely activate any fire alarm, security system, smoke detector or any other device which may cause disruption of the School community, fear or panic.

- Any student who falsely activates any such device that results in a response by authorities including, but not limited to, the fire department, the police, emergency medical personnel, and/or results in evacuation of the School building(s) will be

considered to have violated this Rule and may be subject to sanctions under federal, state and/or local law.

Rule 12: Students may not possess, use, distribute or solicit the use or distribution of any tobacco product, vaporizing products (e-cigarettes) or related paraphernalia while on property owned by, leased or licensed to the School, or while at any school-sponsored or school-related activity or event.

Rule 13: Students shall not possess, use, distribute or solicit the use or distribution of any unauthorized prescription or non-prescription medication, drug, narcotic, hallucinogen, steroid, growth hormone, amphetamine, barbiturate, opiate, marijuana, inhalant, alcohol or any other intoxicant or related paraphernalia while on property owned by, leased or licensed to the School, or while at any school-sponsored or school-related activity or event.

Rule 14: Students shall not directly or indirectly communicate any threat to any member of the School community which places that person in fear or apprehension of injury, pain and/or ridicule.

- Continual threats, harassment, bullying and/or intimidation are grounds for more serious disciplinary action.

Rule 15: Students shall not expose their genitalia to any member of the School community, nor shall they touch the genitalia of another.

Rule 16: Students shall not leave the School campus without permission. Leaving the School campus without permission is clearly a major safety concern.

- Violation of this rule will result in strong disciplinary action. Repeat offenders will be considered for expulsion from the School

Rule 17: No student shall engage in repeated violations of this Code.

- A student will not be considered to have engaged in repeated violations of this Code unless all reasonable and appropriate remedial interventions have been undertaken by school personnel.
- A student who repeatedly violates this Code in disregard of reasonable and appropriate interventions may be subject to suspension and/or expulsion

Rule 18: Students shall not engage in any activity which can reasonably be expected to have the effect of harassing, threatening or damaging the safety or reputation of any member of the School community.

- The following, although not exhaustive, shall be considered violations of this Rule.
 1. Unwelcome sexual advances
 2. Requests for sexual relations and/or favors
 3. Sexual comments
 4. Sexually-oriented gestures, sounds, remarks or comments
 5. Offensive remarks or comments related to a person's race, gender, religion, disability or national origin
 6. Efforts to intimidate or bully

- Any of the above conduct or any other conduct which may reasonably be considered as a violation of this Rule, whether in written, oral, electronic or digital form is subject to disciplinary consequences.

Rule 19: Students shall not engage in any consensual sexual acts, nor shall they force or attempt to force any other member of the School community to engage in any sexual act.

- For the purpose of this Rule, sexual acts include, but are not limited to:
 1. Intercourse
 2. Oral sex
 3. Groping sexual parts
 4. Simulated sex

Rule 20: Students shall not cause or attempt to cause physical injury or pain to any teacher, administrator, staff member or any other employee or agent of the School, or any member of the School community. No fighting or intimidation will be tolerated.

Rule 21: Students shall not cause, attempt to cause or threaten to cause serious bodily injury to any member of the School community with a weapon or without regard to the value of human life.

Rule 22: Students shall not possess on their person, in their clothing or belongings, or in any storage space or container provided by the School any weapon. Possession of any weapon at any time by a student is strictly prohibited.

- For the purposes of this Rule, “weapon” shall include all items listed in the definition provided within this Code, as well as any object not traditionally thought of as a weapon which is used in such a way that it causes or risks injury similar to that caused by any weapon.
- The following steps shall be taken by appropriate personnel at the School in the event a student violates this Rule:
 1. The student will be detained
 2. The incident will be immediately being reported to Police or any other appropriate authority
 3. The parent(s) or guardian(s) of the student will be immediately notified
 4. Expulsion may be recommended in accordance with the law of the State
 5. A Serious Incident Report will be filed and will contain:
 - * Circumstances of possession and discovery of the weapon
 - * Action taken by Police or other authority in response to the call for assistance
 - * Action taken by the School, including details of contact with parent(s) or guardian(s), filing of the report and notice to Police or other authority
 - * An image of the weapon
 - * A report to the State Education Agency

Rule 23: Students shall not engage in or attempt to engage in any conduct which endangers the health, safety or welfare of any other member of the School community.

- The following, although not exhaustive, will be considered violations of this Rule:
 1. Setting a fire on or in property owned by, leased or licensed to the School

2. Retaliating against any member of the School community who participated in any investigation or proceeding
3. Activating the fire alarm, security system or other such device when there is no threat of fire or breach of security, and fire personnel, police or other authority is dispatched to the School
4. Planting, hiding or threatening to plant or hide any bomb or explosive device on property owned by, leased or licensed to the School

DISCIPLINARY ACTION

Social Probation: Social Probation is an effective learning technique to assist students in learning to make wise decisions and realizing the negative consequences of poor decisions. The purpose of social probation is to encourage students to act in a responsible and respectful manner.

A student may be placed on Social Probation for a period of time as a result of inappropriate behavior, attendance issues, failing to act in a safe and responsible manner or violations of school rules and regulations, school board policy or the law. The principal or members of the administrative team will determine when and for how long Social Probation will be assigned to a student. The student and parents /guardian will be notified in writing and all due process procedures will be followed when social probation is assigned to a student.

Social Probation at The school can include all or part of the following:

- 1) Not allowed to attend as a spectator or participant any school related activities after school hours or on weekends.
- 2) Not allowed to participate in any co-curricular, extra-curricular, athletic, social (dances and clubs), field trips, musical, artistic, dramatic, or any school related performances or events.
- 3) Not allowed in school or on school property outside of normal school hours.
- 4) Not allowed to participate in school related ceremonial events such as commencement, banquets and prom.
- 5) Limited hall passes privileges.

Participation in these school related activities is a privilege and not an absolute right.

Detention: Retaining the student after school hours with the parent and/or student being responsible for transportation of the student at the end of the detention period

Suspension: Exclusion from school for a period of between one (1) and ten (10) consecutive school days. No student may be suspended until the student has been informed of the reason(s) for the suspension and has been given an opportunity to respond, except when the health, safety or welfare of the School community is threatened. The parent(s) of a student will be notified immediately when their child has been suspended. Suspensions must not be made to run consecutively for a period of more than ten (10) school days.

With respect to the informal hearing, the School must provide the following to the student and/or the parent(s) guardian(s) to comport with due process:

1. Written notification of the reasons for the suspension;
2. Sufficient notice of the time and place of the informal hearing;
3. An opportunity to question any witness present at the hearing; and

4. An opportunity to speak and present witnesses on his/her own behalf

Students have the responsibility to make up assignments, assessments and/or projects missed during the period of suspension within the guidelines set forth by the School.

EDGE (Engaging Discipline and Guidance into Education): Exclusion from normal classes for a period that may exceed ten (10) consecutive school days, which takes place on school property. A student may not be given an EDGE assignment unless the student has been informed of the reasons for the EDGE assignment and has been given the opportunity to respond before the EDGE assignment becomes effective. Communication to the parent(s) must follow any EDGE assignment action taken by the School. If the EDGE assignment is for a period of more than ten (10) consecutive school days, an informal hearing with the Principal must be offered to the parent (s) or guardian (s) prior to the eleventh (11th) school day.

Out-of-School Suspension: Exclusion from school for a period of one (1) to ten (10) consecutive school days which takes place off of school property.

Expulsion: Exclusion from school by the Board of Directors for a period exceeding ten (10) school days, or permanent expulsion from the School rolls. The student and parent (s) must be provided with a formal hearing prior to expulsion and all due process procedures must be followed. A student will be placed in his/her normal class during the period prior to the formal hearing and decision of the Board, except when an informal hearing reveals that the student's presence poses a threat to the health, safety, welfare or morals of others, and a formal hearing cannot be conducted within the period of the expulsion. In such a case, a student may be excluded for a period longer than ten (10) days as long as the formal hearing is not unreasonably delayed, and the student will be provided with alternative education.

The formal hearing required for all expulsions may take place before the Board of Directors, an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. If the formal hearing is conducted before a committee of the Board or a hearing examiner, a majority vote of the Board is required to expel the student. The School must provide the following to comport with due process:

1. Notification of the charges sent via e-mail or certified mail;
2. Sufficient notice (at least 3 days) of the time and place of the hearing;
3. The opportunity for a private hearing, unless the student or parent requests a public hearing;
4. Copies of any affidavits or statements (names and identifications redacted) of those witnesses against to the student;
5. The opportunity for the student to request that any witnesses (for his/her behalf) appear in person to answer questions;
6. The right to testify and present witnesses on his/her own behalf; and
7. The opportunity to receive a record of the hearing at his/her own expense.

In addition, the student has the right to be represented by counsel at his/her expense and the hearing must be held with all reasonable speed.

DISCIPLINARY MEASURES FOR VIOLATIONS OF RULES

Students who are found to have engaged in conduct in violation of any one or more Level I Rules may be subject to one or more of the following consequences, intervention or disciplinary measures, or other measures deemed appropriate, reasonable and/or necessary by appropriate school personnel:

1. Discussion between the student and a teacher to discuss the incident
2. Discussion between the student and a counselor or intervention assistance team
3. Discussion between the student and the Chief Executive Officer or Principal
4. Lunch detention or series of detentions
5. Notice to parent(s) or guardian(s) informing them of the student's behavior
6. Temporary assignment to a disciplinary or "cooling off" location
7. Temporary assignment to a different class setting
8. Supervised mediation between any and all students involved in the incident
9. Social Probation which may include temporary or permanent restrictions on activities, including denial of participation in recess, school-sponsored or school-related activities, field trips and/or extracurricular activities
10. Temporary or permanent removal from transportation services in cases involving conduct while using transportation
11. Placement of the student in an alternative educational program
12. Referral to an appropriate counseling program within the School district of residence or another community mental health program
13. In-school suspension (EDGE)
14. Out-of-school suspension
15. Expulsion

No Student Visitors: No student from another school is permitted to visit the School during school hours. This includes any request to "shadow" a student or a staff member.

Searches and Seizures: Students have the right to be free from unreasonable searches and seizures. However, all lockers or other storage areas that are owned or leased by or licensed through the School are to be considered property of the School for the purpose of this Code. No student may use his/her locker or storage area as a depository for anything of value, any substance, item or object that is prohibited by this Code or any federal, state or local law. No student may use his/her locker or storage area for any substance, item or object that constitutes or may constitute a threat to the health, safety or welfare of any member of the school community, or that may be disruptive or otherwise in violation of the School's rules.

The School has the authority to search a student's locker or storage area if a member of the School's faculty, staff or administration has reason to believe that the locker or storage area is being used for storage of any prohibited substance, item or object, of any contraband, or of any substance, item or object which poses a threat to the health, safety or welfare of any occupant of the School building(s), any member of the School community, or to the structural integrity of the School building(s), or is disruptive or otherwise in violation of the School's rules.

Food or Beverages: No food or beverages are permitted outside the atrium. Bottled water is the exception to this rule in designated areas. No beverages are permitted in the theaters at any time.

Hall Passes: Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member. The hall pass must be initiated by the teacher of record. This includes requests to miss all or part of a scheduled class.

Electronic Devices: The use of electronic devices where supportive of the general welfare and the instructional program of the School is endorsed. However, the use of electronic devices by students has been found not only disruptive but, in many instances, contributory to illegal purposes. Students are permitted to have cell phones. However, a student's cell phone is to be turned off during class time. In an emergency situation, parents may call the main office number to leave a message for their child. Please do not call your child's cell phone during school hours. All other messages will be delivered to your child. **The School will not assume responsibility for the loss or theft of electronic devices.**

Student Fundraising: Any fundraising in the School must be approved by the principal.

College Visitations: All requests for college visitation should be arranged with your counselor PRIOR to your actual visit. Approval forms will be issued by your counselor. Failure to receive advanced approval will result in an unexcused absence and denial of the privilege to make any additional college visits or to complete make-up work missed during the visit.

Discipline of Students with Disabilities: The Charter School shall comply with the Individuals with Disabilities Education Improvement Act (IDEA 2004) and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711 and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law.

No student with a disability shall be expelled from the School if the student's misconduct is determined to be a manifestation of the student's disability.

The School personnel may remove a student with a disability who violates this Code from his/her current placement to an appropriate interim alternative educational setting, to another setting, or may suspend the student for not more than ten (10) school days to the same extent as those alternatives are applied to typical students. When determining whether to change the placement of a student with a disability who has violated this Code, school personnel may consider any unique circumstances on a case-by-case basis.

If the School personnel seek to change the placement of a child with a disability due to a violation of this Code, the School, parent(s) and relevant members of the IEP Team must review all relevant information, including the student's IEP, teacher observations, and information provided by the parent(s), to determine whether the student's conduct was a manifestation of his/her disability. This manifestation determination must take place within ten (10) days of the

date on which the decision was made to change the student's placement. A student's conduct will be considered a manifestation of his/her disability if:

- The conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or
- The conduct in question was the direct result of the School's failure to implement the IEP.

If the student's conduct is determined not to have been a manifestation of the student's disability, the student may be disciplined to the same extent as are typical students. If the conduct is determined to have been manifestation of the student's disability, the IEP Team must:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan, if one had not already been conducted;
2. Review a behavioral intervention plan that was already created, and modify it to address the behavior; and
3. Return the student to the placement from which he/she was removed, unless the parent(s) and School agree to a change in placement as part of a modification to the behavioral intervention plan.

In certain circumstances, students with disabilities may be removed to an interim alternative educational setting for not more than 45 days regardless of whether the behavior was manifestation of the student's disability. Such cases include, and are limited to, circumstances in which:

1. A student with a disability carries or possesses a weapon to or at school, on school premises, or to or at a school function;
2. A student with a disability knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school property, or at a school function; and
3. A student has inflicted serious bodily injury upon another.

Regardless of whether the student's conduct is found to have been a manifestation of the student's disability, the parent(s) of the student must be notified of all procedural safeguards available to them under federal and state law no later than the date on which the decision to take disciplinary action against the student with a disability was made.

If the parent(s) of a student with a disability disagree with the manifestation determination or decision regarding appropriate placement for their child, or the School believes that the current placement of the student is substantially likely to result in injury to the student or another, a hearing may be requested. A hearing officer will hear and make a determination regarding the above issues at the hearing. The hearing officer may order a change of placement for the student. During the appeal process the student will remain in the interim alternative setting to which he/she was initially removed until 45 days elapses or the parent(s) and School agree otherwise. Any hearing requested will take place on an expedited basis, and will occur within twenty (20) school days from the date the hearing was requested, with decision rendered within (10) school days thereafter.

Children who have not yet been determined to be eligible for a special education and related services under IDEA 2004 and who violate this Code may claim the protections afforded students with disabilities if the School had knowledge that the student had a disability prior to the behavior at issue. However, if the School had no knowledge that the student had a disability, the student may be disciplined as a typical student.

Regardless of status as a student with a disability, the School may report a crime that was committed by a student with a disability, and federal, state and/or local law enforcement and judicial authorities may exercise the powers afforded them under federal, state and/or local law in prosecuting such a crime.

ANTI-DISCRIMINATION/ANTI-HARASSMENT STATEMENT

Students at the School have the right to education in an environment that is free from harassment and discrimination. Harassment occurs when a student demands a sexual favor, or otherwise threatens, intimidates, annoys, alarms, causes substantial emotional distress, or creates a hostile environment for another based on the other's gender, age, race, color, national origin, religion, disability, socioeconomic status or beliefs. Discrimination occurs when a rule or established practice confers privileges on or denies privileges to a particular class of persons based on race, age, gender, national origin, religion, disability, socioeconomic status or beliefs.

If a student believes he/she is the victim of harassment or discrimination, he/she shall report the alleged harassment or discrimination to the Principal, or to another Administrator if the Principal is the accused. Any student who believes he/she is the victim of harassment or discrimination may likewise make a complaint to the Board of Directors in accordance with the Complaint Policy established by the Board. The School and/or the Board of Directors will undertake to investigate the student's complaint thoroughly and completely, and will maintain confidentiality to the extent allowed by federal, state or local law and the policies established by the Board of Directors of the School.

Nothing in this Code shall be construed to discourage or prohibit a student who feels he/she has been the subject of criminal activity or a criminal offense from contacting the police or other appropriate authority. To the extent anything in this Code could be construed to conflict with federal and/or state law, the federal and/or state law applies.

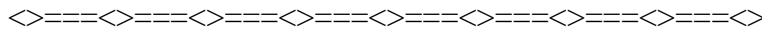
**Acknowledgment of Student Handbook
20212022 School Year**

My signature below acknowledges that the School has made the Student Handbook available to me; that I have been given notice of the rules, responsibilities and consequences outlined in the Student Handbook; that I have been informed that when I or my child is enrolled at the School, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby.

Student Name: _____

Grade level: _____

Student Signature & Date: _____ / ____ / 2019



Parent Name: _____

Parent Signature & Date: _____ / ____ / 2019

Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.



Dear Commissioner Morath:

I am writing to urge you to consider the charter application of Royal Public Schools. Their requests will be before you this January.

As the CEO of City Education Partners, a San Antonio education champion organization dedicated to improving K-12 education, and the founder and former CEO of KIPP San Antonio, I am keenly aware of the challenges facing our students here in San Antonio.

It is exciting that we have a handful of good charter models in the area serving low-income populations, including KIPP, IDEA, School of Science and Technology, Harmony, and Compass Rose, that have improved the futures of many children, but we have tens of thousands more students on waitlists who are desperate to get into a high performing school.

To help answer their need, I ask that you award a charter to Royal Public Schools. Royal's Founder and CEO, Dr. Soner Tarim, formerly founded the A-rated Harmony network. He has an excellent reputation for providing high quality STEM education to low-income children and operating with exemplary transparency and compliance.

Royal Public Schools has already raised local funding in excess of \$2 million and has the support of community leaders and local businesses urgently seeking to improve workforce skills, especially in the STEM fields. He is planning to launch schools in the south side of the city where poverty and D and F-rated schools are endemic. Our families need him there.

I hope you will allow us the opportunity to make a difference in the lives of these children by approving the charter of Royal Public Schools.

Thank you for your consideration. Your service to Texas is greatly appreciated.

Sincerely,

Mark Larson
CEO, City Education Partners
Founder and Former CEO, KIPP San Antonio Public Schools



GEORGE W. BRACKENRIDGE
— F O U N D A T I O N —

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Letter of Financial Support for Royal Public Schools

Dear Commissioner Morath and Dr. Ellis:

On behalf of the George W. Brackenridge board of trustees, it is with great pleasure that I provide this letter of financial support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools in San Antonio. On December 16, 2019, the trustees voted to approve a \$2,000,000.00 grant to Royal Public Schools contingent on receiving a Generation 25 charter from the Texas Education Agency.

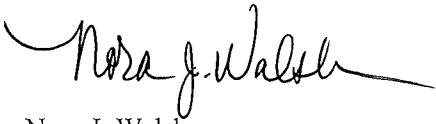
The relevant restrictions are:

- 1) Royal Public Schools must maintain its 501c3 status;
- 2) This grant is contingent on securing a Generation 25 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

As an ardent supporter of charter schools in our city, I know firsthand of the extensive waiting lists for quality seats. I also know of the deep frustrations shared by parents who desire quality school options for their children, but do not possess the means to pay for private education. Led by the highly capable Harmony Public Schools founder, Dr. Soner Tarim, I see a clear market for the kind of educational opportunities Royal Public Schools will provide.

Thank you for considering the application submitted by Royal Public Schools. I sincerely hope you see the benefit Royal will bring to San Antonio students and their families.

Sincerely,

A handwritten signature in black ink, reading "Nora J. Walsh". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Nora J. Walsh
Executive Director

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



CHOOSE *to* SUCCEED

January 16, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Commitment of Start-Up Funds to Royal Public Schools

Dear Commissioner Morath and Dr. Ellis:

Choose to Succeed is pleased to commit start-up funds in the amount of \$50,000.00 to Royal Public Schools. These funds will cover costs associated with the 2020-21 planning year as Royal Public Schools works toward opening its first campus in San Antonio in August 2021.

Relevant grant restrictions are:

- 1) Royal Public Schools must maintain its 501c3 status;
- 2) This grant is contingent on securing a Generation 25 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of Royal Public Schools. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Chip Haass, CEO

cc: Steve C. Lewis, Chairman



711 NAVARRO - SUITE 737 SAN ANTONIO, TEXAS 78205
EWINGHALSELL.ORG | 210-223-2649

December 20, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 78701

Re: Support for Royal Public Schools

Dear Commissioner Morath,

I am writing to you on behalf of the Ewing Halsell Foundation in regard to Royal Public Schools. We are supportive of the efforts of Dr. Soner Tarim and the founding board of Royal Public Schools in establishing public charter schools for students and families in San Antonio.

The Ewing Halsell Foundation, since 1957, has long been a supporter of high-quality education options. The Foundation is currently focused on improving K-12 educational opportunities for students, families and educators in San Antonio. The Foundation has made substantial commitments to grow and scale a portfolio of unique, high performing public charter schools across the city. Demand for quality public school options is increasing across the region.

We see a clear market for the kind of opportunity Royal Public Schools aims to provide. The founder's educational background and history of leading successful schools has led to a bolstered educational philosophy and robust curriculum offering proposed for all students. Through individualized supports, project-based instruction and a newly developed STREAMS curriculum, Royal will provide students and families with a robust educational model that will spark students' natural sense of wonder, leading to deeper, more meaningful learning that can last a lifetime.

The Foundation is pleased to recommend Royal Public Schools for approval. We sincerely hope you see the benefit this school will bring to the families in San Antonio. San Antonio students, and the many more across Texas, deserve more quality public education options.

If I can be of any assistance, please do not hesitate to contact me at [REDACTED] or call our office at (210) 223-2649.

Sincerely,

Jackie J. Moczygemba
Executive Director



CHOOSE *to* SUCCEED

Choose to Succeed
700 N. St. Mary's Street
Suite 875
San Antonio, TX 78205

January 8, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and the Members of the State Board of Education:

I'm pleased to be sharing my support for Royal Public Schools. I currently serve as the Chief Executive Officer of Choose to Succeed, a non-profit that recruits and supports high-quality charter schools in Bexar County. I spend time observing and evaluating high-performing school models across San Antonio and the country, and believe that Dr. Soner Tarim and his team have an impressive vision for elementary through high school students on the Southside of San Antonio, and I am excited to think about what they can achieve should they be awarded a charter.

Education is the key to a successful life, and a strong foundation in elementary and middle school can build the habits of success for high school that ultimately drive a student towards college completion. By initially focusing on elementary school, Dr. Tarim and his team will meet the challenge our city faces head on – preparing all students for college from the moment they begin their school careers. Royal Public Schools' mission to strive for excellence in all areas of school, and their focus on integrating academic courses with social-emotional learning via their STREAMS-360 program, shows they understand the root of our city's education challenges. Too many of our young people coming from impoverished homes lack fluency in the basics and need significant social and emotional support; we need to change the narrative for our city.

For decades, the Southside of San Antonio has been overlooked. Recently, however, several communities on the Southside have begun ambitious redevelopment projects with the long-term goal of making the Southside a commercial, industrial, and residential destination. Dr. Soner Tarim has a strong track record as a public charter school leader in the state of Texas. His extensive experience building Harmony Public Schools into an A-rated school network is both incredibly impressive and a strong indicator of the high expectations he will have for this new venture in this area. The Royal Public Schools team is joining in this Southside renaissance, and in their frequent communications with community members, the issue of education often arises. They know that

great schools are the heartbeat of a neighborhood, and they want more of them. The school proposes project-based learning opportunities and a curriculum focused on integrating subject areas to create true real-world applications. This, as well as providing strong additional support through their Royal Block intervention, is sure to benefit students in this area. On the Southside, there is plenty of room for a school like Royal Public Schools to grow and flourish, and there are many students who need the high expectations and support that Royal endeavors to offer.

I am encouraged that Dr. Tarim and his team are taking on this challenge, and I am confident in recommending their application for approval. The city of San Antonio needs more great schools, and Royal Public Schools promises to be just that. I am looking forward to see how they will build a game-changing school for our students on the Southside, and am excited to be a part of their effort to do so. If you have any questions about my recommendation, please do not hesitate to contact me at [REDACTED] or 210.535.6011.

Sincerely,



Chip Haass
Chief Executive Officer
Choose to Succeed

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave
Austin, TX 78701

January 03, 2020

Dear Commissioner Morath:

We are writing this letter to state our support for Royal Public Schools, a proposed new charter school in San Antonio. Leading a museum of hands-on and experiential learning called The DoSeum in San Antonio, we value the importance of contextualized, student-driven learning. After discussions with Dr. Tarim, Founder and CEO of Royal Public Schools, we are eager to support this school model, with its broad emphasis on creating exceptional early learning opportunities that are based on a synthesis of research evidence of best instructional practice.

Dr. Tarim's vision for Royal Public Schools aligns well with our own for The DoSeum, specifically by merging formal and informal learning through an exploratory model. His proposition stands to enable students to simultaneously build their critical skill sets, foster creativity, and develop learners' agency and voice. The DoSeum is known for supporting the advancement of exploratory school models such as that proposed by Dr. Tarim, and we would willingly partner in the co-creation of lesson structures, field experiences, and professional development in support of the teaching and learning at Royal Public Schools.

As an education authority, The DoSeum focuses on specialized training of educators in all contexts. In partnership with colleagues in formal and in higher education, our team builds capacity for the teaching of engineering as well as design and computational thinking through hands-on/minds-on models developed uniquely for young learners. Knowing Dr. Tarim's vision for school culture and professional learning communities, we are optimistic for his success and keen to support this potentially transformative work in our City's learning ecosystem.

Dr. Tarim's passion and vision for his work and Royal Public Schools shows true promise to strengthen and support San Antonio's learning community. We are pleased to offer our support and encouragement in full.

Yours sincerely,

Daniel Menelly, CEO

Richard Kissel, Vice President of Education

BOARD OF DIRECTORS

Board Chair | Frank Almaraz

Executive Committee | Frank Almaraz • Michael Barry • Suzanne Goudge • Daniel J. Menelly, CEO • Megan Rooney • Tinsley Smith
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Kathy MacNaughton • Angelica Palm • Emilie Petty • Rudy Reyna • Anna Zeigler
CEO | Daniel J. Menelly

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am happy to write this letter of support for Royal Public Schools and its proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As someone who has dedicated his life over the last 27 years to raising funds for art education and art organizations, I am particularly happy to see that Royal Public Schools makes art integral to the whole educational experience.

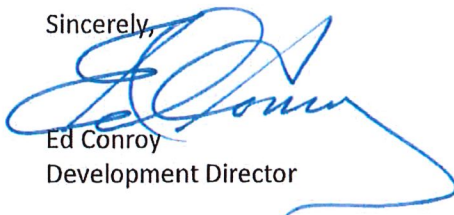
Southwest School of Art, now Texas' only independent college of art, stands ready to collaborate with Royal Public Schools, if asked to do so, which we would be glad to do through the Mobile Arts Program, part of our \$800,000+/year annual budget Young Artist Programs. Through the Mobile Arts Program, Southwest School of Art provides high-quality instruction in the visual arts to children and teens in primarily low-income schools in San Antonio.

We currently collaborate with KIPP Academy for a "B-Movie Club" afterschool class in which students learn to write scripts, act out parts and record short videos, which are shown to students, parents and teachers at the end of each year in a local Santikos theater. In other charter and regular public schools (mostly SAISD) we provide instruction in other forms of visual art, and have a special program teaching the basics of architecture and design.

We are excited by the prospect of partnering with Royal Public Schools, and wish them every success in all their endeavors, and am pleased to endorse their application for authorization.

I am happy to answer any questions you may have at egconroy@swschool.org or 210-200-8206.

Sincerely,



Ed Conroy
Development Director

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



THE ONLY INDEPENDENT COLLEGE OF ART IN TEXAS
300 AUGUSTA STREET | SAN ANTONIO, TX 78205

[REDACTED]

January 15, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

[REDACTED]
[REDACTED] in San Antonio.
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Growing the supply of seats at high-performing charter schools in San Antonio is critical. Our current set of schools is not supplying enough graduates who are college-ready or who can jump in to the skilled jobs that employers are trying to fill. The prosperity of everyone in San Antonio depends on raising the quality of public education here, and soon.

As I learned about the educational philosophy of Royal Public Schools, I was so impressed with their level of thoroughness and preparation. They have high expectations for all students to learn and achieve. Royal's leadership team has developed unique approaches including TIP (an academic mindset emphasizing Target, Intentional, and Purposeful thinking), Royal Block (time within the day for students to receive personalized support, and STREAMS-360 (Royal developed approach to deliver targeted and rigorous instruction).

I have no reservations about recommending Royal Public Schools and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me [REDACTED]
[REDACTED]

[REDACTED]



Families
Empowered

January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Dear Commissioner Mr. Morath and SBOE Members,

I am writing to share my strong support for the proposed school, The Royal School System. As the Founder and CEO of Families Empowered, I believe that The Royal School System will provide a much needed and desired option for families in San Antonio.

As you know, Families Empowered serves thousands of families in San Antonio, Houston, and Austin by providing access to information, resources, and tools to families as they choose schools that best fit their children's needs. We are the only organization providing person to person support, in Spanish and English, to families looking for schools that work FOR THEM; we have talked to and survived THOUSANDS of families across the state of Texas and have a decade of parental demand data to back up the claim that parents want options.

I am thrilled for the families of San Antonio that this school is being proposed. There are literally THOUSANDS of families in San Antonio who are interested in enrolling charter schools and not enough options to meet the growing demand for quality options. Additionally, there is a persistent achievement gap in the San Antonio metro area, and this will only be met by new high-quality schools run by focused passionate leaders. This proposed school has tremendous promise to close the achievement gap because the founder has an unprecedented track record of running high quality schools that ensure students attainment is the singular focus.

I personally know the founding Director Dr. Soner Tarim and other board members of this organization. Dr. Tarim is one of the most thoughtful, experienced, and focused educators I've ever met. I firmly believe that The Royal School System will be an asset for our community especially for advancing **STREAMS³⁶⁰** education (Reading (R), Arts (A), Social and Emotional (S)). Additionally, this school will provide a highly needed and sought-after STEM option. We need these types of schools to ensure the next generation of Texans are prepared for meaningful careers, college, and life.

As you review the charter applications before you, I hope you will strongly consider approving this exciting and innovative proposal.

Sincerely,

Colleen Dippel
Founder & CEO
Families Empowered

7447 HARWIN DRIVE, SUITE 246, HOUSTON, TEXAS 77036

FAMILIESEMPowered.ORG





Steve C. Lewis
Chairman of the Board

6015 Broadway
San Antonio, Texas 78209-4560

DIRECT (210) 736-7796
FAX (210) 736-7748

December 31, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As the Chairman of Choose to Succeed, I know how critical high-performing charter schools are for San Antonio students and their families.

Ed reform in Bexar County is in full swing. I am proud of the City and the progress we have made in reforming our education system in a short period of time. Royal Public Schools will create more competition which in turn creates more opportunities for families in Bexar County.

PROGRAM SPECIFICS: The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. Royal plans to implement the following three approaches:

- TIP (Targeted, Intentional, and Purposeful) is an academic mindset that facilitates growth. It is a way of thinking that emphasizes clarity, understanding, and concise information.
- Royal Block is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace.
- STREAMS-360 is Royal's newly developed unique approach to delivering targeted and rigorous instruction.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and t families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at (210) 733-1930 or

Sincerely,


Steve C. Lewis



9601 McAllister Fwy., Suite 401, San Antonio, TX 78216
Tel: 210-569-8500 Fax: 210-569-8490
820 Main Street, Suite 100, Kerrville, TX 78028
Tel: 830-522-2780 (By appointment only)
www.gcaklaw.com

Henry B. Gonzalez III
Steve Alfonso Chiscano
David S. Angulo
Richard J. Kasson
N. Taylor Williams

Henry B. Gonzalez III
Direct Tel: 210-569-8489

January 13, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I write at this time in support of Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As a lifelong resident of San Antonio, I am painfully aware of our city's history of accepting education results that are influenced by zip code. Children in areas of affluence have long had an advantage over those in the many impoverished areas when it comes to educational opportunities and outcomes.

For over twelve years, I have had the privilege to be part of the conversation on how to address the need to raise the quality of education in our city. Many participants of this conversation, including myself, firmly believe that increased competition in the education space raises the expectations we have on our students, the families of our students and our education leaders. We also believe that these heightened expectations have resulted in better outcomes, especially for those in a socioeconomic demographic who have long been ignored. I am proud to see the significant improvements in the San Antonio Independent School District and how those improvements have already caused other independent school districts to improve.

Commissioner Mike Morath
The Honorable Dr. Keven Ellis
January 13, 2020
Page 2

There is plenty of work to be done in San Antonio. We need to keep competitive pressure on all forms of education (private, charter and ISD). We need to see out-of-district/independent charters expand. I am excited about Royal Public Schools' commitment to opening schools in the area of San Antonio most in need of educational choice and new approaches to educating students.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me at (210) 569-8489 or [REDACTED]

Sincerely,

A handwritten signature in black ink, appearing to read 'H. Gonzalez III', with a large, sweeping flourish extending from the end of the signature.

Henry B. Gonzalez III
Partner, Gonzalez Chiscano Angulo & Kasson, PC

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

December January 3, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

RE: Letter of Support for Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

It is with excitement that I offer my strong support for your approval for the establishment of a new charter school, Royal Public Schools in San Antonio. The charter will provide a much needed educational innovative K-12 model that can have a strong impact on students that reside in the south area of San Antonio. Such positive impact will be derived from the school's mission to provide a quality math, science, and importantly, social and emotional learning programs.

Having been a secondary school science educator for thirty seven years serving students of low income families, I witness the need and the importance of outreach programs and curriculum that enlighten students to the importance of an education. Thus, I certainly support the efforts of Dr. Soner Tarim and the proposed board of Royal Public Schools. I believe in a school choice philosophy in which students and parents find options that best serve their child's needs. Aside from having taught, I have served on various advisory boards such as the Intel International Science & Engineering Advisory Council, Texas Science & Engineering Advisory, the I-SWEEEP Advisory Board, the Harmony Advisory Board and others. I am presently fair director of the Alamo Regional Academy of Science & Engineering (ARASE) that has been promoting STEM for over sixty-four years. We are a non-profit organization covering thirty-two counties. My professional experience on the local, state and international level has given me an insight as to what is deemed and accepted as excellence and success in the education of our youth.

I have the pleasure to know Dr. Soner Tarim as a personal friend for almost 15 years. His leadership and vision for the founding and success of the Harmony Public Schools serves as a visionary and incredibly successful model for Royal Public Schools. Advancing STREAMS, which includes reading, arts, and social/emotional learning, will further provide excellence in the sciences which have been the basis for Dr. Tarim's initial charters. As I mentioned to him, "Everything you touch turns to gold." Royal Public Schools will create another opportunity to do so.

Respectfully,

Rose A Perez

ARASE Fair Director

[REDACTED]

210-487-9510 (M)

Ednita Galvan

162 Kelly Dr. San Antonio, TX 78214 | (210) 663-2336

January 6, 2020

Commissioner Mike Morath

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701

Subject: Letter of Support for Royal Public Schools

Dear Commissioner Morath and SBOE Members,

I support the approval of Royal Public Schools to serve students in our community. As resident of San Antonio's south side, I am excited to support Royal Public Schools in my community.

Royal Public Schools will implement a rigorous and well-rounded education program that exposed students to individualized project-based learning, higher-level critical thinking, and problem-solving to positively impact student learning. Royal Public Schools bring an exciting and innovative K-12 model that will change students' lives by providing quality science, technology, reading, engineering, math, science, and social-emotional learning programs.

I respectfully request that you allow this groundbreaking work by approving their application to our community. I believe that this school will bring unique learning opportunities to all children while creating more job opportunities for citizens of Texas.

If you have any questions or concerns, please do not hesitate to contact me at (210)663-2336.

Sincerely,

Ednita Galvan

Grants Administrator @ Any Baby Can of San Antonio, Inc.

[REDACTED]

January 13, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To the Commissioner of Education and the SBOE Members:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] I
want to make sure that parents like me have great options for educating their children all over town. I drive to work on the south side of San Antonio on most days, and recognize the importance to continue to raise the level of education and economic activity in this too oft ignored part of town. I believe that while there are some successful schools of choice on the Southside, there are not enough of them to educate the thousands of students who need them.

Dr. Soner Tarim and his team promise to rewrite that story for students on the Southside. They will rely on Dr. Tarim's hard-earned experience leading the A-rated Harmony Public Schools for 17 years. I am encouraged by their interest in this part of town and the passion they display for providing every student an excellent education.

For this reason, please accept this letter as my recommendation for approval. We need more schools like Royal in San Antonio, and I am proud to support their efforts. [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

January 6, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

[REDACTED] I know how critical high-performing charter schools are for San Antonio students and their families. I [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

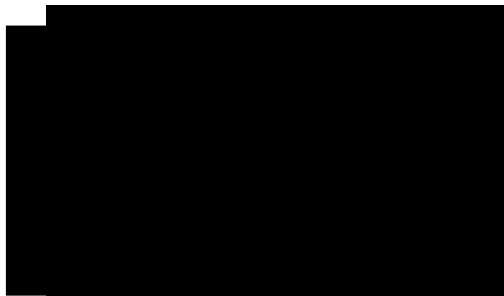
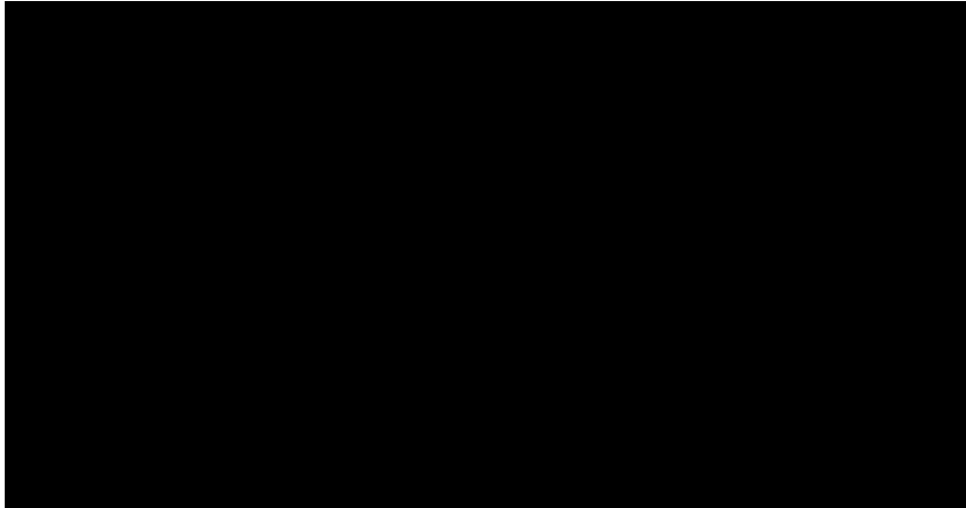
The San Antonio charter landscape is somewhat lopsided and I'm glad to see a charter coming to town that will be available to families who live in the underserved parts of the city. Those of us in education are well aware of the impact poverty has on learning and development. Good schools and schools of choice are so important in the lives of San Antonio students who are, by no fault of their own, stuck in situations that will hinder their success.

I have experience working with the leadership of Royal Public Schools and have found them to be invested in doing the hard work for San Antonio's students. Additionally, the success of Dr. Tarim's former school network speaks to his leadership.

[REDACTED]

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or [REDACTED]



January 9, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As a member of the San Antonio community and CEO of AIM (Assessment Intervention Management) – I know how critical high-performing charter schools are for San Antonio students and their families. My team provides support to public schools all across Texas. We have seen a wide array of educational models and approaches different LEAs use to be more inclusive of all students. We have worked in both large urban districts and small rural districts. After spending time learning about Royal Public School's model, I see a philosophy that is innovative and approachable for all students. Their leadership team comes from a background of actually working in public schools and building a framework from the ground up. In these very early stages, Royal Public Schools has already been incredibly proactive about approaching the community and meeting with many organizations. To me, this speaks volumes about their commitment to being an established educational resource for San Antonio.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210.838.5351 or

[REDACTED]

Sincerely,

Zachary Salesman

Zachary Salesman
CEO, AIM

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom it May Concern:

As a firm believer that education is the key to ending the cycles of poverty in our society, I am happy to provide this letter of recommendation in support of Royal Public Schools and their Founder, Dr. Soner Tarim. His strong record of results serving students in Texas and the school's commitment to serving the most underserved students in our city gives me hope that Royal Public Schools will be the change agent our students in San Antonio sorely need.

[REDACTED]
[REDACTED] More significant to this discussion, my parents, who were both born and raised in the socio-economically disadvantaged South and West sides of San Antonio, recognized the importance of their daughters receiving a good education that would lead to a fulfilling and lucrative career. Their hope was that neither my sister and I nor our future children would grow up like they did: in government housing attending low-rated schools that did not offer college preparatory curriculums. Thanks to their commitment and sacrifices, my sister and I attended private schools, at great expense to our family that already struggled financially. I am proud to say that after my mother, I am the second person on her side and the first on my father's side to earn a college degree.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

I have reviewed the mission of Royal Public Schools and can confidently support Dr. Tarim and his efforts to serving students in low performing areas. I especially appreciate their desire to cultivate social and emotional learning and only wish a school like this had been available to my parents and to my family in those early years when our tuition payments were twice our mortgage. Not all families are able to make the financial sacrifices my family did and I know a no-tuition, public charter school is much needed in San Antonio where less than 25% of our population are college graduates.

Within my own extended family, I see the harsh realities of economic and educational inequality every day. While our more affluent children have access to some of the highest performing schools in the state of Texas, our less affluent students, like my second and third cousins, are too often left to languish in schools that do not work for them. This is not fair.

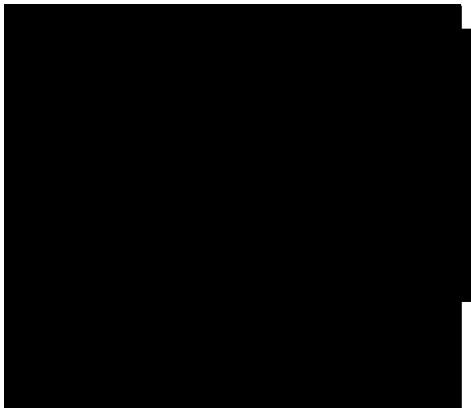
I am grateful that the school choice movement has taken hold in my city and has provided many students a high-quality, college-preparatory education where previously there had been none. [REDACTED]

[REDACTED]

I know first-hand that one school can make a vast difference in a child's life. Therefore, I provide my enthusiastic support of Dr. Tarim as he works to bring Royal Public Schools to serve our community on the Southside of San Antonio.

Sincerely,

[REDACTED]



Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom It May Concern:

[REDACTED]
[REDACTED]
[REDACTED] [REDACTED]
[REDACTED]

[REDACTED] Please allow this letter to serve as my recommendation for the Texas Education Agency to approve the application submitted by Royal Public Schools ("Royal").

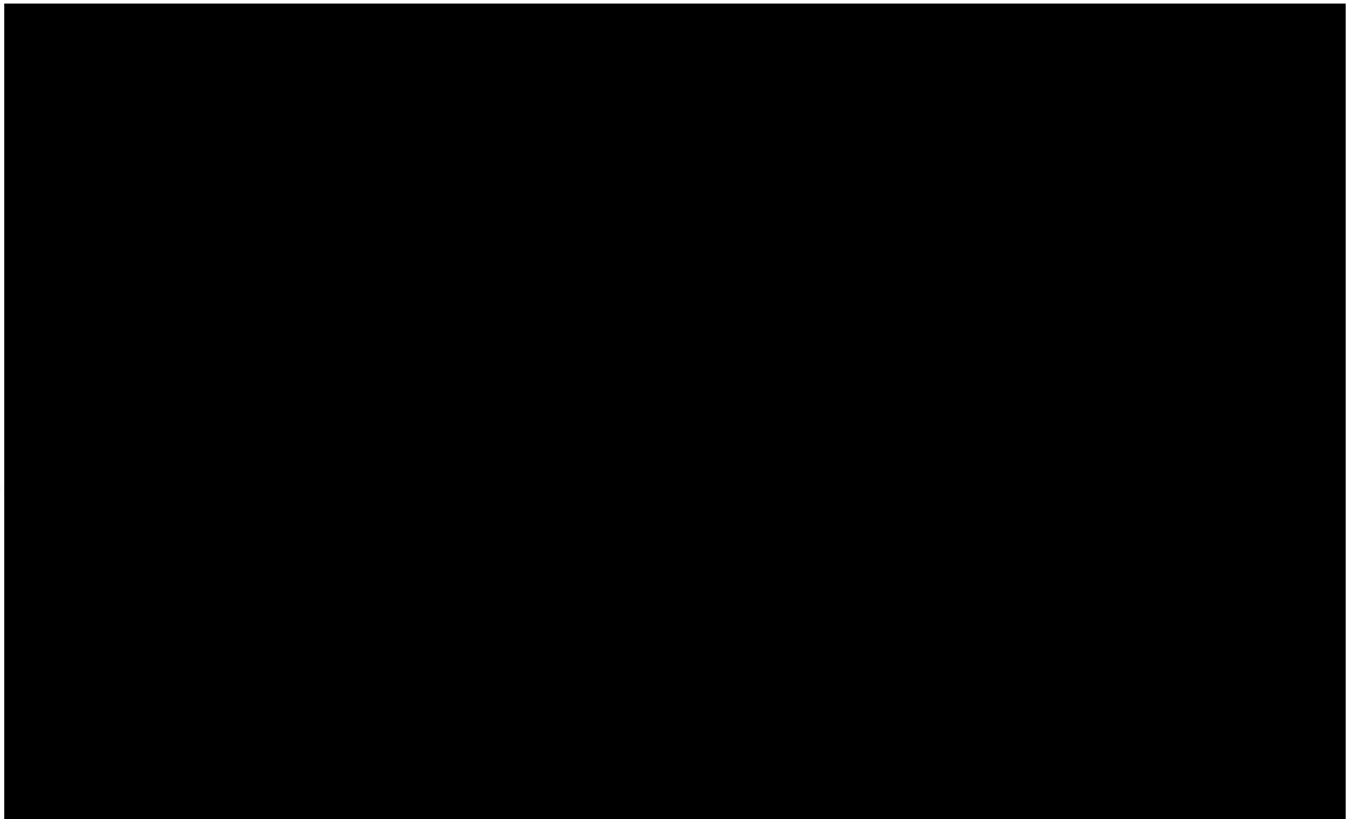
In my opinion, Royal will provide an excellent education for students on the Southside of San Antonio. The Southside is one of the most underserved parts of our city, with most citizens living at or below the poverty line. Unfortunately, the school systems serving these students have often failed to provide every student with the great education that each child in Texas deserves. While there are some successful schools of choice on the Southside, currently there are not enough of them to serve all the children whom each deserve the opportunity to obtain a solid educational foundation required to get a positive start in life.

[REDACTED]



Dr. Soner Tarim and his team have promised that their schools will be a great upgrade to the current educational options that exist on the Southside. Dr. Tarim has a wealth of experience in this area, as he has led the A-rated Harmony Public Schools for 17 years. It is extremely encouraging to know that Royal has an interest in the Southside of San Antonio, and I believe the passion that Dr. Tarim and his team display for providing every student an excellent education will translate into success should the TEA approve this application.

For those reasons, please accept this letter as my unconditional recommendation for approval. We need more schools like Royal in San Antonio, and I am proud to support their efforts. Should you have any questions about the school or this reference, please don't hesitate to contact me at [REDACTED]



THE GATHERING PLACE

1/1/2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

As the co-founders of The Gathering Place, the two of us - Joanna and Ryan - are excited to share our support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

Soner has an impressive history of leading great schools here in Texas. His desire to build a new network of schools focused on social-emotional learning through projects and individualized goals is exactly what is needed here in San Antonio, especially on our city's south side.

As you know, charter schools provide a unique opportunity to incubate new ideas and create specialized learning environments uniquely tailored to a community's needs. Often, specialized learning environments are only available to families who can afford private schools or homeschooling. Charter schools help equalize access, and Royal Public Schools would provide a unique choice for families.

In our two years of community engagement while designing The Gathering Place, social emotional learning has been one of the most sought after and talked about aspects of our model. Families in San Antonio know that many schools are not only failing to meet their child's emotional and behavioral needs but neglecting to prioritize the complex work needed to create learning spaces that truly serve the whole child. Royal's commitment to STREAMS 360 does exactly that. It takes into account all the needs of the child, not just their academic needs.

We recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact us at 210-444-2028 or founders@thegatheringplacek12.org.

Sincerely,



Ryan York
Co-Founder



Joanna Klekowicz
Co-Founder and Superintendent

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

December 25th, 2019

Ambika Dani
Promesa Academy
2300 W. Commerce Street, Suite 106
San Antonio, TX 78207

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing this letter in support of Royal Public Schools' charter application in the Generation 25 open-enrollment cycle.

As a charter school founder in San Antonio, I have become increasingly aware of the lack of quality public education options in lower-income areas of our city. The West and South sides of San Antonio, in particular, lack both district and charter schools that are excelling and families in these areas of our city deserve better options.

After reading more about the educational philosophy of Royal Public schools, I am very supportive of their approach. I believe wholeheartedly in creating an environment that is centered around both academic success and developing social and emotional skills, and I believe that Royal Public Schools is committed to creating that kind of environment.

I truly believe that this school has the potential to offer a quality public education option to families in an area of our city that need it the most.

If you have any questions, please feel free to contact me at 210-440-8181 or adani@promesaacademy.org.

Sincerely,

Ambika Dani

Ambika Dani
CEO, Promesa Academy

January 13, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701



The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As someone that is a product of the South San Independent School District, I have experienced firsthand how important a quality education is for the students of South San Antonio. I attended South San Independent School District for grade school and eventually graduated from South San High School in 1995. The only option that my parents had was to send me to the local public-school district. Although I am very appreciative of the education that I received and thankful for the hard work people invested in me, looking back I would have benefited from other options that would have better prepared me for the academic rigors of college. I believe that my academic journey was a challenge, as it should be, however there were hurdles that I had to overcome that could have been easily addressed during my years at my local school district. My passion and love for the Southside of San Antonio has been displayed in choosing to educate the students of South Antonio as a counselor and administrator. This is why I believe that launching Royal Public Schools is the right thing to do for the students and families of that community.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels, which is something that these students sorely need. The unique approach that Royal will bring including TIP (an academic mindset emphasizing Target, Intentional, and Purposeful thinking), Royal Block (time within the day for students to receive personalized support, and STREAMS-360 (Royal developed approach to deliver targeted and rigorous instruction) will benefit our students for years to come.

I highly recommend that Royal Public Schools be authorized. I truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at (210) 929-9248 or

[REDACTED]

Sincerely,

Ray Tijerina
Senior Partner, Verdant EDU

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

[REDACTED]

January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner,

I am writing today to add my enthusiastic support for Royal Public Schools, a proposed network of Kindergarten to 12th grade open-enrollment charter schools for students and families in San Antonio that promises to provide high quality education options.

[REDACTED]
[REDACTED] am acutely aware of the positive impact high-performing charter schools can provide San Antonio students and their families.

Royal Public Schools is based on an educational philosophy that presumes all students can learn and achieve at high levels, a position with which I wholeheartedly agree. The foundation of their commonsense approach has three pillars – to facilitate growth, to provide personalized support and to deliver targeted and rigorous academic instruction using Royal Public Schools' unique, signature approach they call STREAMS-360.

The new program will strive to expose all students to individualized project-based learning, higher-level critical thinking and problem-solving, as well as thematic instruction and scaffolding instructional practices that forms the basis of their "best practices" approach.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio more options to secure a high caliber education. With your help in this matter, more families will have the chance to choose and obtain a great education – one of the most important ways to ensure our communities will thrive and succeed.

Please feel free to contact me at [REDACTED] if you have any questions. Thank you so much for your time and kind attention.

Warmest regards,

[REDACTED]



3450 Roosevelt Ave. San Antonio, TX 78214 210-455-0078 [REDACTED]

January 2, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Subject: Letter of Support for Royal Public Schools

Dear Commissioner Morath and SBOE Members,

I would wholeheartedly support the approval of Royal Public Schools to serve students in our community. I recently opened a licensed child care center with a strong focus on developmentally appropriate practices for young children and to provide the highest of quality care for young children in SE San Antonio. I strongly feel that Royal Public Schools would be a tremendous asset to the community.

Royal Public Schools will be implementing an exciting and innovative K-12 model that will change students' lives by providing a quality math, science, and social and emotional learning programs.

I respectfully request that you allow this groundbreaking work by approving their application to our community. I believe that this school will not only bring better science education but also create more jobs for our citizens of the great state of Texas.

Regards,

Ana Botello
Director/Owner
Premier Early Learning Center

Office: (210) 455-0078

Patrick W. Christensen
Attorney At Law

Patrick W. Christensen
Attorney at Law

2700 Tower Life Building
310 S. St. Mary's Street
San Antonio, Texas 78205
Telephone: 210.320.2540

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

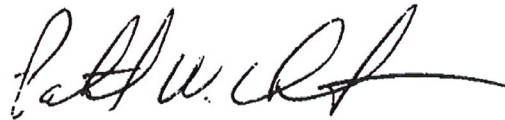
As a former Chairman of the Board of St. Anthony Catholic Elementary School I understand how critical high-performing charter schools are for San Antonio students and their families.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. Royal plans to implement STREAMS-360 which is Royal's newly-developed unique approach to delivering targeted and rigorous instruction that includes a focus on project-based learning to integrate Science, Technology, Reading, Engineering, Art, Math, and Social-Emotional learning.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,



BY: _____
Patrick W. Christensen

Law Office of Bryan Allen Lopez
1422 Buena Vista
San Antonio, Texas 78207
Bryan@lalfirm.com
O: 210-264-7118

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom it May Concern:

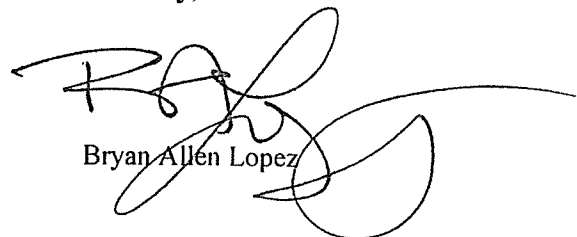
My name is Bryan Lopez and I am an attorney serving the greater San Antonio area. In connection with my efforts to help non-profit organizations, the educational community and the greater San Antonio community at large, I am pleased to provide this letter of recommendation in support of Royal Public Schools and their Founder, Dr. Soner Tarim. In my view, this institution will provide a much-needed high quality elementary school option for the students of San Antonio's Southside.

It is my understanding that Dr. Soner Tarim has a strong track record as a public charter school leader in the state of Texas. His 17 years of experience building Harmony Public Schools into an A-rated school network is both incredibly impressive and a strong indicator of the high expectations he will have for this new venture. His commitment to opening a school on the Southside of San Antonio, an area desperate for high-quality school options, reflects his commitment to our community's needs. This combination of Dr. Tarim's strong record of results serving students in Texas and the school's commitment to serving the most underserved students in our city gives me hope that Royal Public Schools can truly make a difference.

In San Antonio, we see the harsh realities of economic and educational inequality every day. While our more affluent children have access to some of the highest performing schools in the state of Texas, our less affluent students are too often left to languish in schools that do not work for them. This inequity and the cycle of poverty in our community requires innovative thinking and bold action. The influx of new charter options has provided many students a high-quality, college-preparatory education where previously there had been none but there is much work to be done. Royal Public Schools promises to make a difference in these students' lives.

I believe that Royal Public Schools will serve our community well and will give the opportunities needed to those of our students who have suffered in the cycle of poverty and lack of high quality education. I enthusiastically support Dr. Tarim's efforts and look forward to his continued success.

Sincerely,



Bryan Allen Lopez

LAW OFFICE OF
BRANDEN LOPEZ



OFFICE • (210) 224-2600 EMAIL • [REDACTED] FAX • (210) 224-2603
1422 BUENA VISTA SAN ANTONIO, TX 78207

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom It May Concern:


It is my pleasure to write this letter of support for Royal Public Schools and their Founder, Dr. Soner Tarim. I am a practicing attorney in San Antonio heavily involved in policy discussion and positive community development. As a father of four daughters of whom three are in the public education system it is incredibly important for me to have a variety options available when it comes to their schooling and that of my other friends, family and greater community. Initially, we chose to send our daughters to a private school but recently enrolled them in a wonderful choice option as it offered an innovative approach to education and fit our expectations.

I am supporting Royal Public Schools model and application mainly because of their technology focus at the elementary school grade levels first. I firmly believe that the innovation offered by charters provides family a different pathway, sometimes more tailored, toward student success. Ensuring that our youngest children have access to new styles of education provides them a firm foundation that largely were reserved only for older students.

Dr. Tarim's unique experience as a successful charter school leader further suggests Royal is well prepared for success. I am impressed by his 17 years of experience as the CEO of Harmony Public Schools which I know will serve him well in this new venture. Additionally, his commitment to a strong technology focus while provide San Antonio the future high-tech professional it will need to grow.

I recommend Royal public schools without reservation. If you should have any questions about the school, please don't hesitate to contact me at 210-602-7608.

Sincerely,


Brandon Lopez
Attorney at Law



M. Alex Nava

Troy A. Glander

The Entire ANG Team

T R I A L L A W Y E R S

www.ANGlawfirm.com

January 8, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To Whom It May Concern:

Please allow this correspondence to serve as my strong recommendation for the Texas Education Agency to approve the application submitted by Royal Public Schools

Royal Public Schools promises to provide an excellent education opportunity for students on the Southside of San Antonio. The Southside of San Antonio is one of the most underserved parts of the City, with most citizens living at or below the poverty line. Unfortunately, the school systems serving these students have historically failed to live up to their charge to provide every student with a quality education. While there are some successful schools of choice on the Southside, there are simply not enough to serve the thousands of students who need great schools.

Dr. Soner Tarim and his team promise to rewrite that story for students on the Southside. They will rely on Dr. Tarim's hard-earned experience leading the A-rated Harmony Public Schools for 17 years, and they have committed to serving our students who need them the most. I am encouraged by their interest in the Southside and the passion they display for providing every student an excellent education.

For that reason, please accept this correspondence as my unconditional recommendation for approval. We need more schools like Royal in San Antonio, and I am proud to support their efforts. Should you have any questions about the school or this reference, please don't hesitate to contact me at.

Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to be "M. Alex Nava".

M. Alex Nava

cc: Chip Haass (via email)

3421 Paesanos Parkway, Suite 200, San Antonio, TX 78231



January 13, 2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

To the Commissioner of Education and the SBOE Members:

My name is Steven Krauskopf, P.E., and I am the Managing Partner of KFW Engineers & Surveying (KFW), a full-service civil engineering and land surveying company in San Antonio. KFW has had the privilege and opportunity to work on many Charter School developments throughout Texas. I write this letter as a recommendation for the Texas Education Agency to approve the application submitted by Royal Public Schools.

As someone who is involved heavily with Charter Schools professionally and personally, I know how critical high-performing Charter Schools are for San Antonio students and their families. Royal Public Schools promises to provide an excellent education for students on the Southside of San Antonio. The Southside is one of the most underserved parts of the city, with most citizens living at or below the poverty line.

I strongly support the educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. I am aware that Royal plans to implement the following three approaches. 1) Targeted, Intentional, and Purposeful (TIP) approach that is an academic mindset that facilitates academic growth and achievement. 2) Royal Block which is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace through targeted intervention. 3) STREAMS-360 that includes a focus on project-based learning to integrate Science, Technology, Reading, Engineering, Art, Math, and Social-Emotional learning.

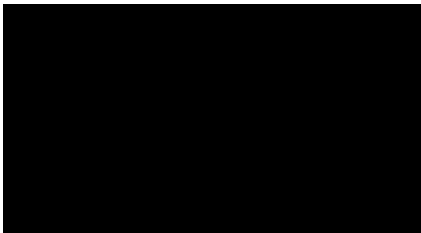
I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210-979-8444 or [REDACTED]

Sincerely,

A handwritten signature in blue ink that reads 'Steven Krauskopf'.

Steven Krauskopf, P.E.
Managing Partner
KFW Engineers & Surveying




December 18, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

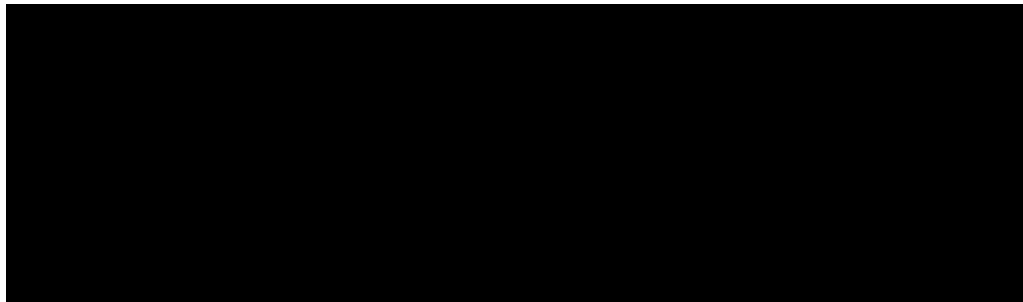
Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

 I know how critical high-performing charter schools are for San Antonio students and their families. Many parents who have children in public schools that are either failing or not living up to their expectations have few alternatives to the neighborhood ISD. Many parents struggle to make ends meet so private schools are not an option. Schools like Royal Public Schools can help our kids and grandkids reach their educational goals.

I am inspired by the mission of Royal Public Schools to help all students achieve academic excellence and therefore recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me directly at the phone number listed above.

Sincerely,



Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath, and Dr. Ellis:

[REDACTED] I cannot underscore the importance of school choice [REDACTED]. Thanks to the diversity of school choices available in San Antonio, [REDACTED]

On behalf of my family, and in a spirit of grateful appreciation for all the choices we have, I respectfully recommend your authorization of Royal Public Schools.

[REDACTED]



From darkness, light.

CHAIR
Benjamin Warren

CHAIR-ELECT
Carl Josehart

VICE CHAIRS

Development
Heidi Gerger

Education
Carl Josehart

Facilities
Benjamin Warren

Marketing
Tracey Shappro

Outreach
Inna Wizig

Survivor Services
Hyman Penn, M.D.

SECRETARY
Nancy Li-Tarim

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Jack Kins
Chair
Holocaust Museum Houston
Foundation

January 14, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Subject: Letter of Support for The Royal School System

Dear Commissioner Morath and SBOE Members,

I would like to present this letter as verification of my support for The Royal School System and its effort to establish a new charter school in the San Antonio area.

I live in the Houston area and as the CEO of Holocaust Museum Houston, I am very much excited that such a school is being proposed. I will be glad to offer my support and my help for the success of this proposed school.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. I firmly believe that The Royal School System will be a great asset for our community especially for advancing **STREAMS**³⁶⁰ education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth for college and life beyond. In addition, The Royal School System will also create more job opportunities for our citizens of the great state of Texas.

Your consideration and kindly support to this innovative approach are highly appreciated so as to reach its potential in serving our children and families in our community and state.

Sincerely,

Kelly J. Zúñiga, Ed.D.
Chief Executive Officer

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

I have known Dr. Soner Tarim as a personal friend and client for 11 years, and had first hand experience working with him and the Harmony Public School system during its highest growth years. Dr. Tarim's leadership and vision for the founding and success of the Harmony Public Schools will serve to provide a visionary and incredibly successful model for Royal Public Schools. Advancing STREAMS, which includes reading, arts, and social/emotional learning, will further provide excellence in the sciences which have been the basis for Dr. Tarim's initial charters.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels, something that I know is needed to continue closing the achievement gap for students in San Antonio public schools. As I understand it, Royal Public Schools plans to implement the following three approaches:

- TIP (Targeted, Intentional, and Purposeful) is an academic mindset that facilitates growth. It is a way of thinking that emphasizes clarity, understanding, and concise information.
- Royal Block is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace.
- STREAMS-360 is Royal's newly developed unique approach to delivering targeted and rigorous instruction.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 214-681-0952 or

[REDACTED]

Best Regards,



Rob Nickell

Managing Director, Education Group Head

BB&T CAPITAL MARKETS | DEBT CAPITAL MARKETS

8115 Preston Road, Suite 200, Dallas, TX 75225

T: 214.560.2922 | C: 214.681.0952 | [REDACTED]

[REDACTED]

January 7, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Subject: Letter of Support for Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

I want to offer my support for your approval to create a new charter school, Royal Public Schools in the southside of San Antonio. If this charter is approved, my family is willing to help and support this charter school.

As a community member, an educator and someone who has lived her whole life on the southside of San Antonio, I am thrilled to support the proposed Royal Public Schools. I strongly believe in the school choice philosophy, thus allowing students and their parents to find options that fit their individual needs. My past education background and growing up on the southside reinforces there's a need for this charter school, but much more importantly, has provided me a lens by which to observe and assess excellence and success in education.

Royal Public Schools will be implementing an exciting and innovative K-12 model that will change students' lives by providing a quality math, science, and social and emotional learning programs.

I support the approval of Royal Public Schools to serve students in my community.

Thank you,

A handwritten signature in black ink, appearing to read 'Bridget Galván', with a stylized flourish at the end.

Bridget Galván
Regional Director of Athletics and Physical Education

C: 210.685.9893

Will Harte
20742 Stone Oak Parkway
San Antonio, Texas 78258

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am pleased to write this letter of support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools for students and families in San Antonio.

As a founding member of Choose to Succeed, I know how important high-performing charter schools are for San Antonio students and their families. These schools are creating life-changing opportunities for students who have been underserved and bringing much-needed change to public education in San Antonio.

The educational philosophy of Royal Public Schools is that all students can learn and achieve at high levels. Royal has created and plans to implement the following three approaches:

- TIP (Targeted, Intentional, and Purposeful) is an academic mindset that facilitates academic growth and achievement. It is a way of thinking that emphasizes clarity, understanding, and concise information.
- Royal Block is an instructional approach that provides time within the school day for students to receive personalized support in order to master skills at their own pace through targeted intervention.
- STREAMS-360 is Royal's newly-developed unique approach to delivering targeted and rigorous instruction that includes a focus on project-based learning to integrate Science, Technology, Reading, Engineering, Art, Math, and Social-Emotional learning.

I recommend Royal Public Schools without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210-865-4007 or

Sincerely,

Will Harte

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools

Heritage Charter Development, LLC

6044 GATEWAY EAST, SUITE 500, EL PASO, TEXAS 79905
915.598-6606 | FAX 915.598-6815

January 2, 2020

Texas Education Agency
Attn: Commissioner Mike Morath
1701 N. Congress Ave.
Austin, TX 78701

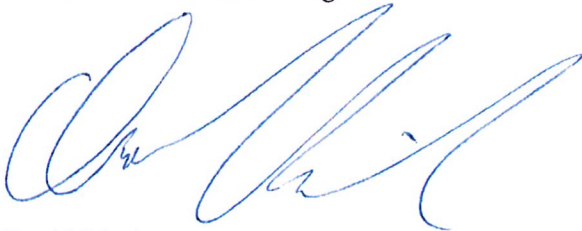
Re: Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

This is to support your approval for Royal Public Schools in San Antonio. During my 15 year involvement with Dr. Soner Tarim, I've witnessed firsthand his visionary leadership and continual quest for excellence in all facets of public education. My firm is active with numerous charter districts throughout the country and without a doubt, Dr. Tarim's life long efforts and results to improve student outcomes exemplify the very best in continually evolving public education methods. Building on the experience and strong success from previous efforts, Dr. Tarim and the founding Royal board members are now positioned to create and lead this new public school district forward, implementing and integrating both the successful policies of past efforts as well as advancing STREAMS which will now include reading, arts and social/emotional learning.

By approving this charter, you will now allow South San Antonio families access to exciting new opportunities afforded by Royal Public Schools and its rigorous curriculum, preparing them for the modern challenges ahead. These students deserve all of our best efforts and creating new pathways for their success in a changing world is our collective challenge. It is with the deepest and most sincere hope that regardless of the different roads we all take in this journey of education, we put the needs of the child first and foremost. The inspired and committed leadership team of Royal Public Schools will play a vital role in enhancing excellence for South San Antonio students and we are eagerly waiting to assist this new charter district in their long term mission.

Please join me in assisting Royal Public Schools and the children of South San Antonio and heartily approve their new charter district. Regards



David Bingham

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

BYLAWS OF THE ROYAL SCHOOL SYSTEM

WHEREAS, the initial Board of Directors of The Royal School System (the “Corporation”) caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation;

NOW, THEREFORE:

IT RESOLVED by the Board of Directors of the Corporation, that these bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the “School”) as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of gender, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE NAME, OFFICE AND SEAL

1.01 Name. The name of the Corporation is “The Royal School System.”

1.02 Office. The principal office of the Corporation will be located at 109 North Post Oak Road, Suite 410, Houston, Texas 77024.

1.03 Seal. The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO

MEETINGS AND RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition on the Articles of Incorporation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

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

(b) Emergency Meetings: In the event of an emergency, as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law or regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two (2) hours before such meeting and subject to other prerequisites under the Act.

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

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

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other corporate business not related, in any way to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Articles of Incorporation and these bylaws. The Secretary shall cause to be mailed at least 48 hours in advance, or sent by electronic means at least 24 hours in advance to every Director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such

meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

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

MEETINGS AND RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of Board meetings and Committee meetings, the list of Directors, and copies of all other material corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act, where applicable, for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman, in good order, any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors, or any of its designated Committees, except as otherwise provided in these bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;
- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F.

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedure, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE

DIRECTORS

3.01 Management. The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 Number and Qualifications. The Board of Directors will consist of no fewer than three (3) persons.

3.03 Removal. Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining Directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining Directors for good cause.

3.04 Term. The Directors shall serve for two-year terms, which may be renewed by each respective Director, subject to Articles 3.03 and 3.06 herein. No member may serve more than two (2) consecutive terms without being off the board for at least one (1) year. A person who has been elected to a partial term to fill a vacancy, shall not be considered to have served such term for purposes of determining whether such person is eligible to succeed himself or herself.

3.05 Vacancy. The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any Committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 Resignation. Any Director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

ARTICLE FOUR

OFFICERS

4.01 Officers. The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by majority vote of the whole Board.

4.02 Appointment. The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 Chairman. The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his/her absence.

4.04 Secretary. The Secretary will act under the direction of the Chairman and in his/her absence have the duties and powers of the Chairman. The Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his/her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other Committees of the Board of Directors; the Executive and other Committees of the Corporation shall be recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these bylaws. The Secretary will have such other powers and duties not inconsistent with these bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 Treasurer. The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 Other Officers. The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be Directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE

COMMITTEES

5.01 Committees. Designated Committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any Committee may include one or more Directors from the Board. The Board Chairman or his/her designee will appoint the members, officers, or others to Committee positions. The rules of procedure of any Committee may be set by the Board. Any Committee may be abolished or any Committee member removed for any reason and at any time by the Board of Directors.

5.02 Records. Each Committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX

DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 Depositories. All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 Transactions. All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 Loan or Grant Authority. No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN

CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 Insider Dealing. Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or Committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence; (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered; and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

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

ARTICLE EIGHT

INDEMNIFICATION OF DIRECTORS AND OFFICERS

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

8.02 Indemnification. Any person made or threatened to be made a party to any action in court or other proceeding because he/she is or was a Director or Committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or Committee member is liable for gross negligence, bad faith or willful misconduct in performing his/her duties. The right of indemnification will not exclude any other right of the Director or Committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 Insurance. The Board of Directors will have the power to purchase and maintain, at the Corporation's expense, insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE

AMENDMENT OF BYLAWS

9.01 Amendment. Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these bylaws, these bylaws may be altered, amended or repealed, and new bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed bylaws revisions with explanations for the change is given at least three (3) days previously. In the case of an emergency, which must be explained in the notice, two (2) hours notice of a proposed amendment may be given to all Directors, and the bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN

MISCELLANEOUS

10.01 Fiscal Year. The fiscal year of the Corporation will begin on July 1st of each year, and will end on June 30th of the next year.

10.02 Annual Report. The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year;

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

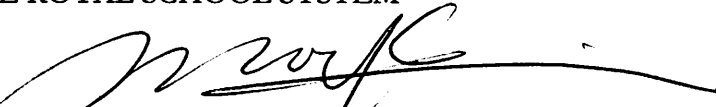
10.03 Federal Tax Filing. The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

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

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

As approved by Unanimous Written Consent of the Board of Directors dated 11/16, 2017, pursuant to the Business Organizations Code.

THE ROYAL SCHOOL SYSTEM

By: 
Nancy Lit Tarim, Director, VP/Secretary

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
THE ROYAL SCHOOL SYSTEM**

DATE: 11/16/17

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of The Royal School System, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of The Royal School System" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "The Royal School System Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.


[Directors' Signature Page Follows]

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
THE ROYAL SCHOOL SYSTEM**

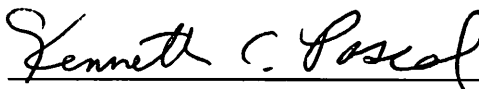
THE ROYAL SCHOOL SYSTEM



Nancy J. Li-Tarish, Director



Benjamin S. Warren, Director



Dr. Kenneth Pascal, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
THE ROYAL SCHOOL SYSTEM**

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

THE ROYAL SCHOOL SYSTEM CODE OF ETHICS

Ethical standards and conflicts of interest: It is important that each Board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every Board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique Board will be volunteers and no Board member will be paid for the services he or she provides. To this end, the Board members, officers, and employees of the RSS will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The Board members and the school administrators shall not engage in any “self-dealing transactions”. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the directors has a material financial interest.
2. Every Board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to;
 - (a) A conflict of interest,
 - (b) Indemnification of that director uniquely; or
 - (c) Any other matter at the discretion of a majority of the Board members.
3. No one on the Board of may be comprised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. No Director or officers of the Board of Director or key employees of the school shall have any contract interest or other business transaction with the proposed school.
5. Director representing any not-for-profit corporation shall not engage in any business transaction with the proposed school.
6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Director for the duration of such business relationship.
7. In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Director for the duration of such business relationship.
8. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board.
9. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
10. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
11. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the member of the school board or a committee has reasonable cause to believe that 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. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the board of directors and all committees with board-delegated powers shall contain:

- Names of Persons with Financial Interest: 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 Directors or committee's decision as to whether a conflict of interest in fact existed.
- Names of Persons Present: 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 therewith.

Each Board member, principal officer and member of a committee with board-delegated powers shall annually sign a statement which affirms that such person;

- Understands that the Board is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To ensure that the Board operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board may conduct periodic reviews.

Currently, there is no relationship among board members and the CEO.

THE ROYAL SCHOOL SYSTEM CONFLICT OF INTEREST POLICY

Article I Purpose

The purpose of the conflict of interest policy is to protect The Royal School System's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization, or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

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.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to

the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated 11/16, 2017, pursuant to the Business Organizations Code.

The Royal School System

By: 

Nancy Li-Tarim, Director, VP/Secretary

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
THE ROYAL SCHOOL SYSTEM**

DATE: 11/16/17

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of The Royal School System, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of The Royal School System" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

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This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

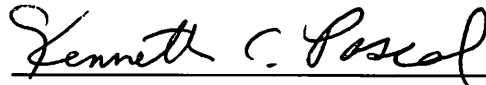
[Directors' Signature Page Follows]

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
THE ROYAL SCHOOL SYSTEM**

THE ROYAL SCHOOL SYSTEM



Nancy J. Li-Tarim, Director

Benjamin S. Warren, Director

Dr. Kenneth Pascal, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
THE ROYAL SCHOOL SYSTEM**

Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the [Subchapter D](#) application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board 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 school 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 her/his own personal response.

KENNETH C. PASCAL

3620 Timberside Circle Drive
Houston, TX 77025


713-349-8363

ACADEMIC PREPARATION

- 1-76 to 10-79 University of California, Los Angeles. Ph.D. in education organization and administration with a master's equivalent in Business.
- 9-75 to 1-76 North Carolina State University, Raleigh. Doctoral study in Adult and Community College Education.
- 9-71 to 9-72 University of Massachusetts, Amherst. M.Ed. in Leadership and Administration.
- 9-68 to 6-70 Yale University, New Haven, Connecticut. B.A. in Psychology.
- 9-66 to 6-68 Orange County Community College, Middletown, New York. A.A. in Social Science.

PROFESSIONAL EXPERIENCE

- 2/15 to present **President** of CareerMentors. Education and Career planning.
- 4-1-02 to 2/15 **Dean of Academic Affairs**, The Art Institute of Houston. Provide educational leadership in curriculum development, budget preparation, faculty relations, program quality and accreditation for campus of 1,900 students and 100 faculty members. Member of Executive Committee overseeing the Academic Directors of General Education and Culinary Arts, five Program Chairs, Registrar, the Transitional Studies Coordinator, Online Advocate, Director of Institutional Effectiveness and Research, the Career Portfolio Coordinator, Director of Faculty Development, the Chair of the Student Success Committee, Online Advocate and the Library Director. Leader in successful SACS (10 years), ACF (5 years) and FIDER/CIDA (6 years) accreditation processes. Since arrival, campus transformed from exclusively Associate degrees to primarily Bachelor degree programs. Invited to present model of Persistence Roundtable best practice to all 71 Education Management Corporation campuses.
- 5-01 to 4-03 **Management Consultant**, Career Mentors, Fresno. Subcontractor to WORx, Inc., providing consulting services to \$41,000,000 Fresno Area

Workforce Investment Corporation and Workforce Investment Board. Conducted organizational change readiness assessment of systems (structural, technology, systemic, climactic, and personnel). Facilitating collaboration among units, group process consultation, and executive coaching.

- 11-99 to 5-01 **Director of Distance Learning and Human Resources**, Verdisys, Inc., Fresno. Formerly TheAgZone.com, Verdisys provides satellite broadband infrastructure and software applications to agribusiness. Developed distance education strategies, staff training, human resource policies and eLearning alliances. Wrote funded grant to equip International Agri-Center to teach Internet and e-commerce skills.

- 5-96 to 6-99 **Administrative Director of Education, Organization Development and Instructional Design**, Valley Children's Hospital, Fresno. Also held titles of Manager of Education and Education Specialist. Established hospitalwide department combining Nursing Education with Organization Development. Maintained competencies of 2,000 employees with a staff of 12 and budget of \$1,000,000. Expanded and improved Career Fitness Center, Conference Center, and computer education. Introduced multimedia and telemedicine technologies.

- 4-94 to 5-96 **Senior Instructional Developer**, Hughes Training, Inc., Naval Air Station Lemoore, CA. Oversaw courseware, quality control plus related research in a high technology environment ranging from computer assisted instruction to virtual reality simulators. Applied Instructional Systems Development process to lectures, slide tape presentations, CAI, simulator and in-flight education for Naval aviators as Department of Defense worldwide model manager for the F/A-18.

- 10-92 to 4-94 **Principal**, Career Mentors, Fresno, which provided consulting and training to individuals and organizations in career planning and organization development.

- 8-88 to 10-92 **Associate Dean of Extended Education**, California State University, Fresno. With revenues of \$4,200,000 the Division served 15,000 participants each year through Extension Programs, Open University, Conferences, Noncredit offerings, Summer/Winter Sessions, Travel Study, and Instructional Television. Authored strategic plan; recruited program development specialists; started a faculty mini-grant program; developed continuing education policies for the Division and University; initiated a major conference service; active in all marketing, personnel, and problem solving decisions. Since 1985 responsible for all planning and development of two of the University's most visible programs--the comprehensive off-campus center in Visalia and the University Lecture Series featuring Jimmy Carter, Carlos Fuentes, and Benazir Bhutto.

- 8-87 to 8-88 **Assistant Dean of Extended Education**, California State University, Fresno. Strategically improved Division pursuant to the university-wide 1986 Task Force on Extended Education. Conferences, noncredit offerings, distance learning, and aggressive marketing were assigned higher priorities.
- 9-85 to 8-87 **Special Assistant to the Academic Vice President** (half-time), California State University, Fresno. Promoted a range of academic public services that made campus educational resources more accessible. Cooperative Education, the CSUF/COS Center, the University Lecture Series, large scale conferences and related initiatives were part of an integrated approach to enhance the University's profile throughout the region.
- 9-83 to 8-87 **Director of Cooperative Education**, California State University, Fresno. Reorganized Cooperative Education to facilitate curriculum development and strengthen partnerships with employers. Established Faculty Coordinators Committee representing all eight schools. Engaged in curriculum planning, assessment of experiential learning, and coordinated efforts with the Division of Student Services, especially the Career Center.
- 11-81 to 9-83 **Associate Director of Cooperative Education**, California State University, Fresno. Started a campus-wide educational program that formally combines classroom study with work experiences earning academic credit and compensation. Active outreach to cooperating employers to expand the number and type of quality placement opportunities. Established a statewide communication network with executives and personnel specialists in over 100 organizations.
- 10-79 to 11-81 **Assistant Professor-Extension and Associate Director of Program Development**, Center for Continuing Education, Virginia Tech, Blacksburg. With faculty and public, collaboratively planned all College of Business conferences, seminars, institutes, and workshops on a self-supporting basis. The programming process included budgeting, scheduling, advertising, recruiting instructors, and managing related tasks through a Center staff of 75 serving 80,000 each year.
- 9-78 to 10-79 **Research Associate**, UCLA Study on Multicampus Systems. Project funded by the Spencer Foundation.
- 10-77 to 8-78 **Research Assistant** to President of the Adult Education Association of the USA, Dean Rosalind K. Loring, University of Southern California.
- 10-77 to 6-78 **Coordinator of Instructional Services** (half-time) Golden West College, Huntington Beach, California. Developed courses and recruited instructors.

- 1-73 to 9-75 **Assistant Director of Continuing Education and Community Services**, Quinsigamond Community College, Worcester, Massachusetts. Recruited faculty and administered evening, summer, intersession, weekend and off-campus programs.
- 9-70 to 9-71 **Child-care Worker** for dependent, neglected and delinquent youth at Pius XII School, Chester, New York.

INSTRUCTION, PRESENTATIONS AND TRAINING

- 12-2007** "Change Management," Southern Association of Colleges and Schools, New Orleans, Louisiana. Also, invited to host Roundtable discussion on "Maintaining Momentum."
- 12-2006 "Assessing the Career Portfolio," Southern Association of Colleges and Schools, Orlando, Florida
- 12-2005 "Organizational, Faculty and Curriculum Development and the Quality Enhancement Plan." Southern Association of Colleges and Schools, Atlanta, Georgia.
- 2-2001 With Chair and Vice Chair of the Board at Verdisys, presented "Dot-Com Lessons Learned" at World Ag Expo, Tulare.
- 10-2000 At grand opening in Tulare, presented TheAgZone.com's "Education and Technology Plan for the Heritage Complex."
- 3-2000 "E-Commerce, Agriculture and TheAgZone." Presented at Tulare Chamber of Commerce.
- 1997 to 1999 Instructor and facilitator in Career Fitness Center series: "Interview Skills"; "Preparing your Resume"; "Career Design Workshop"; "Exploring Options through Informational Interviews"; "Building Your Network"; "Careers and the Internet."
- 10-97 "The Privacy Act in the Information Age." Produced text and narration of Web-Based Training lesson for NASA, Mountain View.
- 5-94 to 5-96 Conduct training sessions on the instructional process for subject matter experts from Hughes Training, McDonnell Douglas, TSM and ISI corporations who develop materials for use in lectures, CAI, and slide tape presentations.

- 7-93 "Corporate Culture in the U.S." A presentation to the Cooperative Education Institute sponsored by the Western Resource Center, San Luis Obispo.
- 7-93 "Creating Your Writing Career." A presentation to the biennial conference of the California Writers Club, Asilomar.
- 11-92 "Strategic Planning." A workshop for Valley Children's Hospital, Department of Nursing Education and Development, Fresno.
- 9-92 "Program Development, Budgeting and Marketing." A seven-hour workshop offered by the Division of Extended Education, Fresno State University.
- 4-92 "Career Development for Employers and Employees." A presentation to the East Fresno Kiwanis Club.
- 3-92 "Yes You Can Become a Writer!" A workshop presentation with author Carol O'Hara at the How to Get and Stay Published Conference in Fresno cosponsored by Writer's Digest and Publishers Weekly.
- 11-89 "How Adults Learn." A presentation to the Central San Joaquin Chapter of the American Society for Training and Development.
- 11-89 "Working with Organizational Politics." Chair of panel and presentation at the New Management Imperative, a conference sponsored by the Central San Joaquin Chapter of the American Society for Training and Development.
- 10 to 11-89 "Organization Theory and Design." A 24-hour (six-week) course for the University of San Francisco graduate program in Human Resources and Organization Development.
- 7-89 Group process facilitator at the West Coast Cooperative Education Institute in San Luis Obispo sponsored by the Western Resource Center for Cooperative Education.
- 2-89 "Adult Training Methods." Inservice workshop for the management group of the Fresno County Education Department.
- 1-88 "Future of Human Resource Development." A presentation to the Central San Joaquin Chapter of the American Society for Training and Development as member of panel of community trainers and consultants.
- 7-87 "Training Techniques and Procedures." Presented at a seminar for the Western Resource Center for Cooperative Education, San Luis Obispo.

- 4-87 "The Politics of Cooperative Education in Business and Academe." A joint presentation with Dr. Fred Abitia, President of the Cooperative Education Association, at the national conference in Los Angeles.
- 7-86 "Job Search Workshops." For Private Industry Council, wrote curriculum for 11 two-day workshops and personally conducted two programs.
- 6-86 "Adult Career Development." A presentation to the Central San Joaquin Chapter of the American Society for Training and Development.
- 11-85 "Faculty Co-op Coordinator and Supervisor Workshop." An inservice program presented at the University of Pacific, Stockton.
- 10-85 "Academic/Industry Interface." Directed and spoke at the CSUF Cooperative Education Seminar incorporating employer, faculty, student and administrative viewpoints.
- 6-85 to 7-85 "Organization Theory and Design." A 24-hour (six-week) course for the University of San Francisco graduate program in Human Resources and Organization Development.
- 10-84 "The California Master Plan for Higher Education." With Dr. Richard Peterson, author of Lifelong Learning in America, reviewed implications for adult learning at a conference in Long Beach sponsored by the Council for Adult and Experiential Learning.
- 4-84 to 5-84 "Management and Organizational Behavior." A 24-hour (six-week) course for the University of San Francisco graduate program in Human Resources and Organization Development.
- 3-84 to 7-86 "How to Change Careers." An eight-hour public workshop for adults, California State University, Fresno, March 31, 1984. Offered six times, this program has been featured on television and in newspapers.
- 3-81 "Get Control of Your Mailing Lists--Now!" Presented at How to Successfully Market Continuing Education Conference, Virginia Polytechnic Institute and State University, Blacksburg, March 6, 1981.
- 2-81 "University Extension in Three Multicampus Systems..." Lifelong Learning Research Conference, University of Maryland, College Park, February 6, 1981.
- 10-79 to 10-81 "Conducting Qualitative Research" and "Administering Continuing Education Programs." Repeat presentations made to College of Education graduate classes at Virginia Polytechnic Institute and State University.

- 8-78 "The Lyceum, Chautauqua, and University Extension." Paper delivered as a Fellow in Continuing Education at the three-week Salzburg Seminar in American Studies, Austria.
- 9-72 to 1-73 Substitute Teacher. Mahar Regional School, Orange, Massachusetts.
- 9-70 to 1-71 Evening Instructor. Taught "Introduction to Philosophy" at Orange County Community College, Middletown, New York. Also, taught same course through independent study.

PUBLICATIONS

- 6-93 "Underemployment in the 90's." Business and Industry News, Fresno, Volume 3, Number 6. Pages 8 & 14.
- 1-88 "Co-op and Continuing Education: A Partnership?" The Western Resource Center Index, Issue 8, Volume 1. Published by the Western Resource Center for Cooperative Education, Atascadero, pp. 19-21.
- 1-88 "The Politics of Cooperative Education" with Dr. Fred Abitia. The Western Resource Center Index, Issue 8, Volume 1. Published by the Western Resource Center for Cooperative Education, Atascadero, pp. 22-24.
- 2-81 "University Extension in Three Multicampus Systems: A Comparative Study of the System Level Influence on Campus Decentralization." Lifelong Learning Research Conference Proceedings, University of Maryland, Department of Agriculture and Extension Education, pp. 33-35.
- 11-79 "International Concerns at the Salzburg Seminar." Lifelong Learning, Volume III, Number 3. Published by the Adult Education Association of the United States of America, pp. 12-15.

GRANTS

- 2000 Wrote funded proposal to U.S. Department of Labor for educational technology for Internet and E-Commerce Training at the Heritage Complex, Tulare--\$92,000.
- 1997 Co-authored funded University of California proposal for Videoconferencing and Telemedicine--\$329,000.

- 1988 Wrote proposal to California State University Chancellor's Office for legislative recognition of off-campus CSUF/COS Center--\$600,000.
- 1986 Wrote funded Fresno Private Industry Council grant to sponsor 11 two-day workshops on job search skills--\$26,000.
- 1984 to 1985 Wrote funded proposal to California Waste Management Board to sponsor two statewide conferences--\$25,000.
- 1983 to 1986 Wrote funded Cooperative Education Administrative and Supplemental Grants--\$300,000 total.
- 1981 Wrote funded proposal to assess student, community and alumni attitudes toward Paul D. Camp Community College, Franklin, Virginia--\$5,000.

ORGANIZATIONAL SERVICE

- 2004 Chair, Art Institute system Graphic Design Curriculum Task Force, Ft. Lauderdale, Florida.
- 1998 Chair, Valley Children's Hospital Relocation Orientation Committee.
- 1996 to 1997 Valley Children's Hospital Quality Council.
- 1987 to 1992 Academic Vice President's representative to CSUF/COS Planning Council.
- 1986 to 1992 Chair, University Lecture Series Committee.
- 1986 to 1992 Co-founder, Scholarship for Academic Excellence Committee.
- 1985 to 1992 VPAA (1985-87), and then Dean of Extended Education (1987-92) representative on Academic Senate Subcommittee on Continuing Education.
- 1985 to 1986 Chair, Faculty Committee of School Co-op Coordinators.
- Fall 1986 VPAA representative on Extended Education Task Force.

PROFESSIONAL SERVICE

- 2017-present Board Member, Royal Public Schools, Houston.

- March 2006 Advisory Panel, McGraw-Hill Career College Division, Tampa.
- May 2005 Advisory Panel, McGraw-Hill Career College Division, Chicago.
- 1981 to 2003 American Society for Training and Development, Central San Joaquin Chapter Vice President (1983 and 1984) and President (1985).
- 1992 to 1993 Elected to National University Continuing Education Association Committee on Summer, Evening and Off-Campus Credit Programs.
- 1987 to 1988 Elected to Executive Committee of 9th Annual Valley Business Conference cosponsored by the Fresno Chamber of Commerce.
- 1983 to 1988 Board of Directors of NEDA, a local Minority Business Development Center (U.S. Department of Commerce). The Fresno office was headquarters for branches in Bakersfield, Stockton, San Francisco, Sacramento, and Riverside.
- 1981 to 1990 Cooperative Education Association (state and national member); planning committee for national conference held in Los Angeles, April 1987.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Royal Public Schools

Name of Sponsoring Entity:

The Royal School System

BACKGROUND

Full Legal Name:

Kenneth Christopher Pascal

Home Mailing Address:

3620 Timberside Circle Drive, Houston, TX 77025

Phone Number:

713-349-8363

E-mail Address:

careermentors@yahoo.com

Business Name:

CareerMentors

Business Mailing Address:

3620 Timberside Circle Drive, Houston, TX 77025

Business Phone Number:

832-338-8248

E-Mail Address:

careermentors@yahoo.com

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:

Fresno Chess Academy and ASTD San Joaquin Chapter.

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I enjoyed my educational experiences so much that I wanted to make the promotion of learning my career. To that end, I have two graduate degrees in education and over 30 years' experience in education and training in the following industries: higher education, aerospace, healthcare, and e-commerce.

In the early stages of my retirement, I decided to give back to the community as a volunteer. Not much of a surprise, education was my chosen venue. When I heard about Royal Public Schools, I was intrigued by the potential of starting a new venture incorporating what I learned along the way as well as current best practices. It was a very exciting proposition.

I care very much about student opportunity and development. The goal is to share my love of learning through the systematic support of student success. The motto of the State University of New York is "let each become all he/she is capable of being." That moves me!

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

The board will be responsible for the selection and evaluation of a superintendent, review of key financial and performance indicators, complying with applicable laws, long range planning, keeping within the scope of the mission, and overseeing policy.

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 over 15 years experience on boards including the Minority Business Development Center in Fresno, California; the Fresno Chess Academy; the San Joaquin Chapter of the American Society for Training and Development; and the US-China Peoples Friendship Association-Houston. I served as President of the Fresno Chess Academy, ASTD, and USCPFA which all had substantial educational goals.

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

My master's degree is in educational leadership and administration from the University of Massachusetts, Amherst, and my doctorate in philosophy in the organization and administration of education is from the University of California, Los Angeles. Professional experience includes being a substitute teacher, an assistant professor, a trainer, and an adjunct. Most of my career has been developing and administering adult education programs. For 13 years I was Dean of Academic Affairs at The Art Institute of Houston.

SCHOOL MISSION AND PROGRAM

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

The school will have to be innovative and proactive to achieve its dynamic mission. Its guiding beliefs are founded on sound educational principles, practical experience and the challenge of building on the successes of STEM curricula including project based learning.

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

In addition to Science, Technology, Engineering, and Math, there will be emphases on Reading, Art, and Social-Emotional Learning. The resulting STREAMS approach includes the proven strengths of STEM education. Students need to be prepared for a rapidly changing environment where learning is lifelong.

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

A successful school shows evidence of student and parent engagement in the learning process. Teachers understand that students will learn in different ways and at different speeds. Educational technology will be available capable of supporting and customizing the student experience. The emphasis will be on the growth of each and every individual. There will be a climate of mutual respect and a focus on learning outcomes.

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

Assessments of programs and student learning will be conducted annually, quarterly and weekly as appropriate from the institutional to the individual levels. Every teacher and staff member should know the school's mission and the role he or she plays in fulfilling it. Teachers will be hired based on their ability to advance the school's mission through instruction delivered with empathy.

GOVERNANCE

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

The board will select and evaluate a superintendent who will in turn select qualified and accountable teachers and staff. The board will conduct periodic reviews of the mission, policies, finances, program assessments, and enrollment trends.

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

First year goals will be set and measured. In the first year, a solid foundation must be put in place.

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

Progress toward five-year projections will be reviewed annually. The board will look at qualitative and quantitative indicators of success ranging from achievement of student learning outcomes to parental satisfaction.

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

There will need to be an annual assessment process of key indicators to promote continuous improvement. Organizational standards regarding enrollment growth, financial viability, and adhering to the school's mission would be evaluated. Learning outcomes would be reviewed to determine individual learning in subjects as well as the overall program's effectiveness.

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?

Within applicable board bylaws and code of ethics, I would bring the matter to the attention of school board members for further fact gathering and action if appropriate

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 met the prospective board members in the proposal process.

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.

CareerMentors [a sole proprietorship]

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Kenneth Christopher Pascal, 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 Kenneth Christopher Pascal

Date January 7, 2020

State of Texas

County of Harris

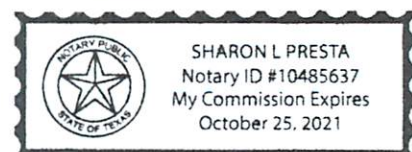
On this day, Kenneth Christopher Pascal (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 7th day of January, 2020.

(Notary Public) Sharon L. Presta

(Seal)

My commission expires October 25, 2021



Abelardo Saavedra, Ph.D.

1110 Canyon Brook • San Antonio, Texas 78248

• Cell: 832-489-1210 • Email: abelardo_saavedra@sbcglobal.net

EDUCATION

College: Del Mar Junior College, 1969 - 1970
Corpus Christi, Texas

B.S.: Texas A & I University, 1972
Kingsville, Texas
Major: Health, Physical Education, and History

M.S.: Texas A & I University, 1974
Kingsville, Texas
Major: Educational Administration
Minor: Health and Physical Education

Ph.D.: University of Michigan, 1976
Ann Arbor, Michigan
Major: Educational Administration

CERTIFICATION

Texas Provisional High School Certificate
Texas Professional Life Administrator Certificate
Texas Principal Certificate
Texas Superintendent Certificate

PROFESSIONAL ORGANIZATIONS

American Association of School Administrators
Phi Delta Kappa
Texas Association of School Administrators
Texas Council of Urban School Districts
Texas School Alliance
Urban School Superintendents of America

ADMINISTRATIVE EXPERIENCE SUMMARY

Superintendent of Schools
South San Antonio ISD
January 2014 - October 2018

Superintendent of Schools
Houston Independent School District
December 2004 - August 2009

Interim Superintendent of Schools
Houston Independent School District
July 2004 – December 2004

Executive Deputy Superintendent for School Support
Houston Independent School District
July 2002 – July 2004

District Superintendent, Houston Independent School District, Southeast
February 2001 - July 2002

Superintendent of Schools, Corpus Christi Independent School District
January 1993 - July 2000

Associate Superintendent for Support Services
Corpus Christi Independent School District
June 1986 - January 1993

Assistant Superintendent for General Education
Corpus Christi Independent School District
April 1986 - June 1986

Assistant Superintendent for School Management
Corpus Christi Independent School District
August 1985 – April 1986

Director of Secondary School Management
Corpus Christi Independent School District
August 1984 - August 1985

Junior High School Principal
Corpus Christi Independent School District
August 1979 – August 1984

Junior High Assistant Principal
Corpus Christi Independent School District
August 1976 – September 1979

OTHER EXPERIENCE

Professor of Practice
Texas A&M University
College Station, TX
January 2019 - Present

Executive Coach
Broad Superintendents Academy
2006 – present

Principal Mentor & Adjunct Professor of School Finance
University of Houston, Main Campus & Clear Lake Campus
Spring 2002 - 2004

Adjunct Professor for School of Education
Texas A & M University, Corpus Christi, Texas
1978 - 1991 and 1998 - 2000

Teacher
Corpus Christi Independent School District
1972 - 1976

CIVIC AND COMMUNITY WORK

- **Houston, Texas**
Greater Houston Partnership, Board of Directors, 2008 – present
YMCA, Board of Directors, 2005 – present
APQC, Board of Directors, 2005-present
Junior Achievement, Board of Directors, 2004 – present
Boy Scouts of America, Sam Houston Area Council, Board of Directors, 2004 –present
March of Dimes, Houston Division, Board of Directors, 2003 – 2008
Center for Houston's Future, Fall 2003
Greater Houston Chapter of The Red Cross, Board of Directors, 2002 - 2008
American Leadership Forum, Class XXII
- **Corpus Christi, Texas**
Coastal Bend Tech-Prep Consortium, Board of Directors, 1993 – 2000
Columbus Fleet Association, Board of Directors, 1993 – 1994
Communities in School, Board of Directors, 1993 - 2000
YMCA, Chairman, 1998, Board of Directors, 1995 – 2000
Corpus Christi Education Foundation, Board of Directors, 1995 - 2000
Youth Sports Network, Board of Directors, 1993 - 1994
Corpus Christi Rotary Club, 1993 - 2000
Gulf Coast Council of the Boys Scouts of America, Board of Directors,
1985 - 1998
Vice-President, Manpower, 1993
Vice-President, Membership, 1988 - 1990
Vice-President, Long Range Planning, 1990 - 1991
Chairperson, Leadership Division, Friends of Scouting, 1989 – 1990
United Way of the Coastal Bend, Board of Directors, 1993 - 2000
Education Chairperson, 1990, 1991, 1999
Nueces County Business and Education Coalition, Co-Chairman, 1994 – 1998
Leadership Corpus Christi XXII, 1993
Leadership Corpus Christi XXIII Advisory Committee, 1993 - 1994
Mustangs, Rustling Friends for Corpus Christi, 1994 - 2000
South Texas Public Broadcasting Systems, Inc. Advisory Board, 1994 - 1996
South Texas Educational Research and Development Center Board of Directors,
1996 – 2000

STATE & NATIONAL ACTIVITIES

Region 4 Superintendent of the Year, 2008
Participant with the Aspen Institute
Stakeholder Advisory Board for the National Study of CMO Effectiveness, Member,
2008 - present
Texas Business and Education Coalition, Board of Directors, 1994-1998
Education Co-Chairman, 1995 - 1996
Texas Academic Decathlon, Board of Directors, 1997 - 2000
Governor's Task Force on Juvenile Justice, 1997
Broad Foundation Superintendent Academy, Cohort I, 2002

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Royal Public Schools

Name of Sponsoring Entity:

The Royal School System

BACKGROUND

Full Legal Name:

Abelardo Saavedra

Home Mailing Address:

1110 Canyon Brook, San Antonio, TX 78248

Phone Number:

(832)489-1210

E-mail Address:

abelardo_saavedra@sbcglobal.net

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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I believe that all children should have the opportunity to receive an education from a high quality educational institution. Many children of poverty do not have these high quality educational opportunities available to them for a variety of reasons. A high quality charter school, such as Royal Public Schools can be a high quality educational choice for children and families that do not presently have many good educational choices. Soner Tarim has a superb track record of being able to establish a highly successful charter that can educate children of poverty at the highest levels.

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 is to serve as part of the governance board that provides support and advocacy for the charter. In conjunction with the charter CEO/superintendent, a charter board identifies the vision and direction for the charter. The board adopts policy but does not manage or administer the charter.

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 a retired public school superintendent that provided a total of 41 years of service in 3 public school systems in Texas. The majority of my career (38 years) was in public school administration, with a total of 17 years as a superintendent.

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

I have a broad knowledge in the management and administration of public school systems and I have an equal amount of experience in working with school boards. I clearly understand the role of the school board and the role of the administration. I think this will be of much value as a board member that can help guide the board and provide support for the administration.

SCHOOL MISSION AND PROGRAM

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

Our mission is to spark the natural curiosity and love of learning that students have and provide them the knowledge and skills they need to become successful contributing members of society.

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

The proposed educational program for Royal Public Schools is a college preparatory STREAMS curriculum with emphasis in science, technology, reading and writing, engineering, arts, math, and social emotional learning.

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

A successful school is a one where children have fun and lack fear, while learning at the highest levels. It is a school that is led by a progressive loving principal and well prepared fully engaged teachers.

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

We will know whether the school is succeeding by the annual academic outcomes as measured by the state and local charter accountability systems. In addition, the success of a school is measured by whether families enroll their children in the school and measuring the social emotional characteristics of the students based on their attendance and general disciplinary behavior.

GOVERNANCE

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

The board will adopt policies and hold the CEO accountable for the implementation of policies. In collaboration with the CEO the board will also adopt the vision/mission and direction for the charter.

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

Success after the first year will be measured by whether or not the charter succeeded with the various accountability metrics and by the success of enrolling students.

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

Achievement of accountability metrics during those 4 years and success in meeting our enrollment goals will help determine if the school is a success.

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

As a board, we need to commit to participating in an ongoing professional development program that will ensure that all board members clearly understand our role as a board and our role as an individual board members. We also need to clearly understand our own board policies and ensure that there is full compliance by all.

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?

Assuming that the board member in question is not the board chair, I would immediately report any suspected unethical behavior by a board member to the board chair and the CEO.

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 Harriet Wasserstrum because she was the Executive Director of the American Leadership Forum and I participated in that program about 15 years ago.

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.

While serving as superintendent of schools for Houston ISD between 2004 and 2009, HISD had several in-district charters and partnered with some open enrollment charters. Specific open enrollment charters that I can recall that we partnered with were KIPP and YES Prep.

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.

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.

While serving as superintendent of schools for Houston ISD between 2004 and 2009, HISD had several in-district charters and partnered with some open enrollment charters. Specific open enrollment charters that I can recall that we partnered with were KIPP and YES Prep.

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Abelardo Saevedra, 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

Abelardo Saevedra

Date

1-13-2020

State of

TEXAS

County of

Bexar

On this day, Abelardo Saevedra (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

13th

day of

January

, 2020.

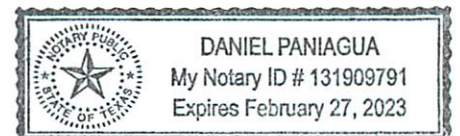
(Notary Public)

[Signature]

(Seal)

My commission expires

02/27/2023



Page _____

HARRIET S. WASSERSTRUM

142 Pamellia Drive

Bellaire, Texas 77401

(832) 524-6714

Senior executive with chief accomplishments attributable to analytical approach and my ability to motivate staff at all levels and find ways to get things done in a complex organization.

Since retiring from full-time work at the end of 2013, I have worked on a pro bono basis to offer two American Leadership Forum (ALF) Criminal Justice Fellows Programs in Memphis in collaboration with Leadership Memphis; as Chair of ALF's national organization; to develop political perspectives study circles at ALF-Houston; and to start Ranked Choice Voting for Texas, a nonprofit dedicated to electoral reform.

Deep community involvement over many years including serving on the All Kids Alliance Council of Executives, the Good Behavior Game Advisory Council, the boards of SEARCH Homeless Services and INROADS, the Regional Faculty Executive Committee of Houston A+ Challenge, and the Girl Scouts of San Jacinto Council Board Development Committee. I am a Senior Fellow, Class XXI, of American Leadership Forum – Houston/Gulf Coast Chapter.

Work Experience

2003-2013 **American Leadership Forum** **Houston, Texas**

President of nonprofit organization that joins and strengthens diverse leaders to better serve the common good through an intense one-year Fellows Program for experienced leaders in the Houston area. As CEO, responsible for the overall operation, including planning, execution and reporting of all activities. Worked with Board to give direction to the formulation and leadership to the achievement of organization's philosophy, mission, strategy, and annual goals.

1985-2002 **JPMorgan Chase** **Houston, Texas**

1998-2002 Vice Chair - Texas Region. Member, Texas Executive Council -- one of thirteen people who set overall direction for the Texas Region.

Functional positions included: 1) Managing Director, Personal Financial Services: responsible for credit and retirement platforms, and migration of clients from the Private Bank; 2) Manager, Chase Technology Solutions: providing technology, treasury management, institutional investment, and institutional trust services generating over \$300 million in revenue with approximately 3,300 employees; 3) Manager, Private Bank Client Services; 4) work on credit policy, credit systems and management information reporting; 5) consolidating loan operations from multiple units throughout Texas to a single operation in Houston; and 6) one year on special assignment working on process improvement for commercial banking.

1974-1985 **Wells Fargo & Company** **San Francisco, California**

Range of experience, including both commercial middle market and real estate client management; credit policy, pricing and loan portfolio analysis; and treasury corporate finance functions.

1977-1978 **Monsanto Company** **St. Louis, Missouri**

Financial analyst working on acquisitions, divestitures and special projects designed to increase corporate profitability.

1970-1972 **Massachusetts Mental Health Center** **Boston, Massachusetts**
Responsible for 3-person computer project serving the hospital in administrative and clinical research capacities.

1968-1970 **Harvard Center for International Affairs** **Cambridge, Massachusetts**
Research assistant involved in data analysis for large scale survey research project.

Education

Harvard Graduate School of Business Administration - MBA, Finance 1974
Barnard College, Columbia University - BA, Sociology 1968

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Royal Public Schools

Name of Sponsoring Entity:

The Royal School System

BACKGROUND

Full Legal Name:

Harriet S. Wasserstrum

Home Mailing Address:

142 Pamellia Drive, Bellaire TX 77401

Phone Number:

832.524.6714

E-mail Address:

hswass001@yahoo.com

Business Name:

retired

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:

American Leadership Forum; Ranked Choice Voting for Texas; other

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I believe that for our community and country to thrive we need better education opportunities for all of our children. While I grew up with no money, I benefited from strong public schools through high school and was later able to pursue a successful career in banking. I then ran a nonprofit dedicated to getting leaders from all parts of the community to work together for the common good. Education is such a critical component and I would like to help advance the goals of Royal Public Schools.

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

A board member provides strategic direction and oversight. This includes compliance with its mission, its charter, and applicable laws; hiring and evaluating its CEO; reviewing and approving its budget and audit reports; and supporting the school in the community. The board also bears final responsibility on legal and regulatory matters and is the ultimate body to hear grievances. The board is a policy setting body and works to ensure necessary resources are available. Each member must participate actively.

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 previously served on a school board, as a banker I served on other nonprofit boards, providing financial and general business input. I also spent 11 years managing a nonprofit organization and worked closely with its board. I am currently serving on the board of a nonprofit election reform organization. My term just ended as Immediate Past Chair of the national organization in which the nonprofit I managed is part. I have previously served on Advisory Boards for several education related entities.

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

Over a 27 year banking career I have held many roles, ranging from Assistant Treasurer of Wells Fargo's bank holding company to Vice Chair of the Texas Region of JPMorgan Chase, responsible for technology and operations departments that included 3,300 employees. The eleven years I spent managing the Houston/Gulf Coast Chapter of the American Leadership Forum honed my skills in working throughout the community to achieve positive change.

SCHOOL MISSION AND PROGRAM

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

The school aims to train students in higher-level critical thinking and problem-solving, challenging them with high expectations with an aim to provide knowledge and skills necessary to achieve post-secondary and life accomplishments. The school will emphasize STEM education and provide project based learning while also stressing literacy skills and social and emotional learning.

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

The educational program will be oriented to the individual students, with early intervention or remediation as indicated. The curriculum will be rigorous in STEM subjects and also offer advanced literacy electives. There will be a college bound culture. Social and emotional learning will be incorporated into the regular curriculum.

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

A successful school needs a 21st century suited curriculum; qualified, caring, and dedicated teachers; parental engagement; an administration that understands the students' backgrounds; and attention to

developing a positive school culture.

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

School success can be measured in part by student success (e.g. grades, standardized test scores, graduation rate, and college admissions). It can also be seen in student retention and in feedback from stakeholders including both students and parents. Feedback from colleges which the students attend can also provide useful information on how well prepared they are upon graduation.

GOVERNANCE

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

The board will hire and evaluate a CEO who will be responsible for hiring teachers and staff and the overall management of the school. The board will be involved in policy setting and in oversight.

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

First year goals and the metrics that will be used to measure progress will be established.

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

Progress toward five-year goals will be reviewed. The board will look at quantitative and qualitative indicators of success ranging from achievement of student learning outcomes to levels of parental satisfaction.

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

Board members will need to participate actively and both provide guidance and evaluate progress. Systems will need to be put in place to measure results and encourage continuous improvement. Both student achievement and the overall effectiveness of the school should be tracked.

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 discuss the situation with the school attorney and seek guidance on the appropriate way to approach the full board and how best to coordinate with school management.

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 met Ken Pascal, Benjamin Warren and Tom Sage while working on the board of Royal Schools last year. Abe Saavadra was a participant in an American Leadership Forum class in 2004-2005 while I ran the Houston Chapter.

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.

I have met Stephanie Griffiths and Mehmet John Subas as they have been working on the charter application and will be employees.

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.

Page _____

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.

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Harriet Wasserstrom, 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 1/10/2020

State of Texas

County of Harris

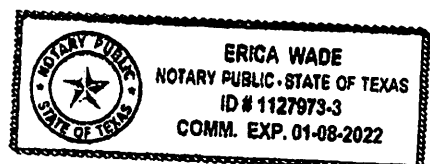
On this day, 1-10-2020 (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

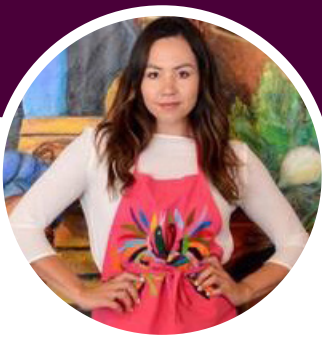
Subscribed and sworn to before 10 day of 1, 2020

(Notary Public) [Signature]

(Seal)

My commission expires 1-8-22





CARIÑO CORTEZ-HAASS

FOOD & BEVERAGE PROFESSIONAL

EDUCATION

June 2010

THE CULINARY INSTITUTE OF AMERICA, HYDE PARK, NY

Associates in Occupational Studies: Culinary Arts
High Impact Leader Scholar, Valedictorian

May 2008

ABILENE CHRISTIAN UNIVERSITY, ABILENE, TEXAS

Study Abroad Program, Oxford England, International Mgmt and Mktg
B.B.A. in Accounting and Management, Cum Laude



carino.cortez@gmail.com



210.860.3565



WWW.CARINOCORTEZ.COM

WORK HISTORY/ EXPERIENCE

Aug. 2016-
Current

LA FAMILIA CORTEZ RESTAURANTS

PROJECT MANAGER: MARKETING AND CULINARY INITIATIVES

July 2013-
Aug. 2016

LA FAMILIA CORTEZ RESTAURANTS

CONCEPT CONSULTANT FOR VIVA VILLA TAQUERIA

- Project Manager in creating a cohesive restaurant concept.
- Responsible for menu development, recipe testing, branding and marketing program, training staff, interior design, implementation of accounting and POS systems and SOP's

June 2010-
Oct. 2012

FRONTERA KITCHENS, CHICAGO, IL

KITCHEN LEAD/ MENU DEVELOPMENT

- Managed a group of culinary professionals to produce nightly for Michelin-Starred Rick Bayless restaurant, Topolobampo.
- Member of Rick Bayless's Menu Development Team, responsible for producing evolving seasonal menus to Michelin Star standards.

Oct. 2012-
Current

BOLD BITES LLC: CULINARY CONSULTING

MANAGING PARTNER

- Various consulting projects include Recipe Testing, Menu Development, Staff Training, Food Styling, Retail/ Wholesale Product Development, and Culinary Production for various clients including. (The Paula Deen Live Show, Garcia Foods, Costco, H.E.B. Dinner Lab, Chi'lantro, La Panaderia, Foundation Club, AppSumo, Tamale House East, and The Sustainable Food Center.)
- Bold Bites is certified by the SCTRCA as a DBE/MBE/ WBE/HABE/SBE/ESBE

Oct. 2009- JEAN- GEORGES, NEW YORK, NY

Feb 2010 CHEF DE PARTIE

- Responsible for producing the amuse bouche, providing support to the Culinary Team, and producing to the three Michelin- Star standard.

May-
July 2007

SAN ANTONIO HISPANIC CHAMBER OF COMMERCE

INTERN

- Assisting President of SAHCC, AJ Rodriguez, in producing membership drives, the annual awards gala, board of directors meetings, and government affairs.

SKILLS AND CERTIFICATIONS

- ServSafe Certification
- TABC Certification
- Texas Food Handlers License
- Proficient in Aloha, Remacs and Compeat Inventory Systems
- Proficient in Microsoft Office Suite
- Bold Bites has MBE/WBE/HABE/SBE/ESBE Certifications

COMMUNITY INVOLVEMENT

- **Leadership San Antonio**, Class 41, SA, TX
- **Guadalupe Cultural Arts Center**, La Gran Tamalada, SA, TX
- **Express News, Advisory Board**, SA, TX
- **VIA Metropolitan Transit**, Advisory Committee Member, SA, TX
- **River Barge Design Committee**, Judge, SA, TX
- **Girl Scouts of SW Texas**, Community Ambassador, SA, TX
- **TEDx San Antonio**, Presenter, SA, TX
- **Latin Foods American Kitchens Conference**, Chef Presenter, CIA, SA, TX
- **SA Hispanic Chamber Alex Briseño Leadership Program**, Valedictorian, SA, TX
- **March of Dimes Signature Chefs Gala Chair 2015**, SA, TX
- **El Mercado Zona Cultural Stakeholder**, SA, TX
- **Sustainable Food Center Market Corps**, Volunteer, Austin, TX
- **SA Cocktail Conference**, produced event for HeartGift, SA, TX
- **Frontera Farmer Foundation**, Volunteer, Chicago, IL
- **Western Arts Alliance Conference 2014**, Opening Presenter, Culinary Traditions, SA, TX
- **San Antonio Cocktail Conference**, Presenter, SA, TX
- **March of Dimes Signature Chefs Gala**, Presenter, SA, TX
- **Nutcracker Sweets**, Presenting Chef benefitting The Battered Women and Children's Center, SA, TX
- **Dinner Lab 2013**, Celebrity Chef Presenter, Pop Up Dinner Series, Austin, TX
- **Break Fast and Launch 2015**, Culinary Accelerator Program, Accion Texas, SA, TX
- **Free Trade Alliance**, Women in International Business, Chef Moderator, SA, TX
- **SXSW, Breakfast Taco Battle**, San Antonio Chef, Austin, TX

MEDIA APPEARANCES

- San Antonio Business Journal
- San Antonio Express News
- Despierta America: Univision
- Twice as Nice Cooking Show, KLRN
- El Gordo y La Flaca: Univision
- Great Day SA: KENS 5
- San Antonio Living: WOAI
- Goodtaste.tv
- Edible San Antonio Magazine
- Guadalupe Cultural Arts Magazine
- San Antonio Current Newspaper
- The Rivard Report Online News



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I truly believe that education is a difference maker in children's lives. As we all know by now, no one person is the same, not every person fits into a mold and one solution may not be the right solution for every individual. School choice is not even a question for me, just in the way that each child learns differently, acts differently and is interested in different things; not everyone may fit into the traditional ISD mold. Our family's business has over 600 employees and the vast majority live on the south and west side of San Antonio where there is not expendable income to put toward private education. Charter schools give their child a chance at succeeding in a different learning environment if they don't fit into their ISD mold.

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

A board member should know the vision, goals and mission of the school and advise the administration how to strategically accomplish them with fiduciary responsibility.

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 a board member of Girl Scouts of Southwest Texas. We run dozens of programs for school age girls that cover everything from STEM to entrepreneurship lessons. My role is to advise administration and the CEO on effective strategies to accomplish the chapter's goals and that align with fiduciary responsibilities

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

As an active member of the community, I am able to guide the institution in appropriate partnerships within the city and how to effectively reach our community.

SCHOOL MISSION AND PROGRAM

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

The school's aim is to create a well rounded learning experience to help them succeed in all areas of life. Beyond traditional STEM education they also focus on reading, arts, and social and emotional learning.

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

Children will not only get a rigorous curriculum that will prepare them for higher education but they will also receive the social and emotional learning that will guide them beyond the classroom and into the workplace and their personal lives.

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

A successful school must first of all have students that are thriving and succeeding, to accomplish this they need visionary and effective leadership and community and parental support.

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

If students are happy, measuring at or above their grade level, enrollment goals are being met, parent feedback, and community engagement.

GOVERNANCE

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

The board will provide advisement on strategic direction for the school through the CEO.

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

At board meetings throughout the year, we will assess how close specific goals are to being accomplished, what needs to be readdressed, and how well this aligns with the mission and vision of the school.

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

We will know by the waitlist and/or enrollment numbers. Assessments will be done to see how students are achieving, and parental engagement and input will be evaluated.

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 be engaged and active in the schools goals and assessments that will evaluate our effectiveness.

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 seek out the school's legal counsel or Human Resources department to discuss the matter and for advisement on how to proceed.

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 met at an orientation dinner and at all the formal meetings required by the state

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.

My husband is engaged with a philanthropic foundation, George W. Brackenridge Foundation which has given Royal Public Schools a grant for San Antonio charter growth.

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.

Bold Bites LLC

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

n/a

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Jasmin C. Cortez Haas, 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

Jasmin C. Cortez Haas

Date

1/16/20

State of

TEXAS

County of

BEXAR

On this day, Jasmin C. Cortez Haas (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.

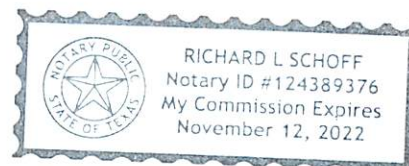
Subscribed and sworn to before 16th day of January, 2020.

(Notary Public)

Richard L Schoff

(Seal)

My commission expires Nov 12, 2022



Benjamin Stephen Warren

More than 20 years leadership experience as the CEO of a multi-generational family office and investment pool of capital. Over thirty years of executive management experience in food processing, manufacturing and distribution. As a successful serial entrepreneur in the food business, Benjamin has built, managed and sold market leading food businesses with extensive operations across the United States.

Dedicated Community leader with a deep sense of passion for educating, caring for and changing the lives of challenged and underserved populations through a variety of organizations, virtually all grounded on a track to education in one way or another

Corporate Experience

- Chairman /CEO, **Beef America International LLC** (2019-Current), a multi species meat and seafood food distribution/export company supplying retail, food service and processors with globally sourced protein products.
- President and CEO, **ITC Trading Company Limited** (1997-Current), a family office of the Warren Family. Responsible for the vision, asset allocation, investment execution and management of a multi-generational family pool of investment capital.
- Crafted and executed the vision, strategy and building of varied food platform entities including:
 - **Coleman Natural Foods**. Coleman was the largest producer of natural and organic chicken and meat protein in the U.S. Coleman was acquired by Perdue Farms.
 - **Swift & Company** acquired from ConAgra and sold to Brazil based JBS S.A. Major shareholder and consultant.
- President, **FoodBrands America, Inc.**, Processed Foods Group, Senior Vice President, IBP, Inc. (2000-2001). IBP, Inc and FoodBrands America, Inc was subsequently acquired by Tyson Foods following management's efforts to take IBP private.
- President and CEO of **International Trading Company** (1979-1997) a leading national supplier of store brand/private label processed meat products with key retail, food service, packer and industrial clients.

Philanthropic Activities

- **Holocaust Museum Houston**, Chairman of the Board, Capital Campaign Co-Chair
- **KIPP Texas Public Schools**, Member Board of Trustees
- **Houston Jewish Community Foundation**, Member Board of Trustees
- **Houston Jewish Geriatric Foundation/Seven Acres Foundation**, Member Board of Trustees
- **Jewish Federation of Greater Houston**, Member Board of Trustees, Former Chair of the Israel and Overseas Committee
- **Jewish Family Services Foundation** - Member Board of Trustees
- **Leo Baeck Education Center Foundation** - Board of Directors, Founder of YEDA, Israel's KIPP Inspired Network of Schools

Education

- **Touche Ross & Company**, New York, New York, Management Consultant, 1976-1979
- **Columbia University**, New York, New York, M.B.A. Marketing and Finance, 1976
- **Vassar College**, Poughkeepsie, New York, B.A. Economics, 1974

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

For the last 20 plus years, I have been deeply involved with education in one way or another, beginning with my engagement with Holocaust Museum Houston, through the Jewish Federation of Greater Houston, which embraces education as a key focus and program pillar, and through a variety of charter and alternate education models, that have demonstrated to me the need and importance of high performance charter education options for under-served populations in particular. Through these engagements, I have first hand witnessed that all children possess the ability to learn, provided they have quality options to do so. In this connection, I have become very involved with a variety of education and school programs, including Holocaust Museum Houston, KIPP Public Schools, Yeda/Rashi Foundation - Israel's KIPP Inspired Network of Schools. Each of these institutions have sparked a deep passion to become more involved and to contribute my resources, including both thought and financial capital to advancing such purpose.

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

The board has significant responsibility for stewarding the institution, including strong engagement in the selection and continuous evaluation of a superintendent, ongoing oversight of educational achievement, to assure responsible financial oversight and discipline, and consistent implementation of the strategic vision and direction of the organization.

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.

Currently serve as Chairman of the Board of Holocaust Museum Houston and serve as a board member of the following education and not for profit organizations, KIPP Texas Public Schools, Co-Chair Holocaust Museum Houston Capital Campaign, Holocaust Museum Houston Foundation, Houston Jewish Community Foundation, Jewish Family Services Foundation, Houston Geriatric Foundation, Museum of Fine Arts Houston

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

See above. Deep board experience with multiple not for profit organizations, including management, financial resource development and fund raising. Currently Chairman of the Board of Holocaust Museum Houston, successfully co-chaired capital campaign, securing community support exceeding \$55 million. Extensive experience as a serial entrepreneur, leading and growing both startup and mature organizations.

SCHOOL MISSION AND PROGRAM

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

The Royal Public School System ("RPSS") will be innovative and proactive in accomplishing its mission of educating, nurturing and inspiring children to reach their potential. RPSS's guiding beliefs are built on sound educational practice and deep experience. The foundation of the curriculum is STREAMS, STEM with added pillars that reinforce "R"eading, "A"rt and "S"ocial and emotional learning, that will add to the goal of developing well rounded children.

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

The addition of the pillars of "R"eading, "A"rt and "S"ocial and emotional learning to the core STEM curriculum will assure that our students develop the skills to function in an increasingly challenging global world.

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

A successful school is built on a foundation of strong school leadership and passionate, knowledgeable and nurturing teachers, excited about educating citizens and leaders of the future with an imbedded and required culture of learning.

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

Measured achievement assessment with annual mission benchmarking checkups involving the Board, CEO and Executive Team will be a requirement. Parent feedback and enagement along with growing student demand will demonstrate whether we are succeeding in our preomise to parnets and the communities that the school serves.

GOVERNANCE

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

The Board of Directors with provide oversight for the development, approval and implementation of the school mission, it's governance policies, operational practices and long range planning assuring it continues to always operate in an efficient and ethical manner, delivering on it's commitment to it's students and their parents .

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

Benchmarking assessments will be annually, along with soft assessments to determine whether we are meeting our stated objectives. The future of the Royal Public School System will be significantly impacted by high performance, under promising and over delivering, which first year performance in particular will be highly determinative of.

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

WE are framing a multi year plan in seeking approval of the TEA for a new charter. Our ability to deliver what we have promised, to create the proper learning environment, to recruit and hire passionate and energized teachers that make learning fun, and in turn to build support for the scaling of STREAMS - Science, Technology, Reading, Engineering, Mathematics and Social and Emotional Learning as outlined in our plan will confirm whether our vision has been successful.

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

The board is entrusted with primary responsibility for ensuring that the established governance policies are strictly adhered to. Additionally, the Board is charged with carrying out the statutory responsibilities associated with assuring that the schools is operated in full compliance with all local and applicable state and federal laws and regulations.

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?

Full transparency is a must. Any observed unethical or improper actions on the part of one or more board members must be shared with the board chair and investigated immediately. The appointment of a standing Audit Committee to provide an appropriate review mechanism for such situation(s) if and as they arise should provide a promptly mechanism for dealing with any such situations.

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.

Strictly professional and connected with our efforts to secure authorization of a new charter. Additionally, familiar with other board members due to their other community involvement and reputational knowledge.

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.

ITC Trading Company Ltd., Beef America International LLC and various other companies in which I do not maintain a control position.

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.

KIPP Texas Public Schools, Houston Regional Board of Trustee Member, 2009 - current
One World - KIPP Global School Initiative, Advisory Board Member, 2012 - 2017, affiliated charter like schools operating in Mexico, Chile, India, Indonesia, Israel, South Africa
Cristo Rey College Preparatory Academy - Houston, active volunteer, since inception - current
Yeda/Rashi Foundation - Israel's KIPP Inspired Network of Schools, Advisory Board Member, 2019 - current

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, BENJAMIN STEAKS WARREN, 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

[Handwritten Signature]

Date

1/14/2020

State of

COLORADO

County of

FRANKLIN

On this day, 1/14/20 BEN WARREN (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

14 day of JAN., 2020

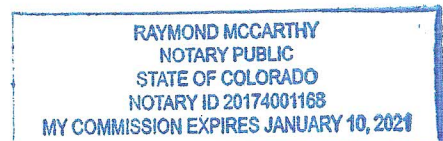
(Notary Public)

[Handwritten Signature]

(Seal)

My commission expires

1/10/21



Attachment 13: Organizational Charts for Year 1 and Full Capacity

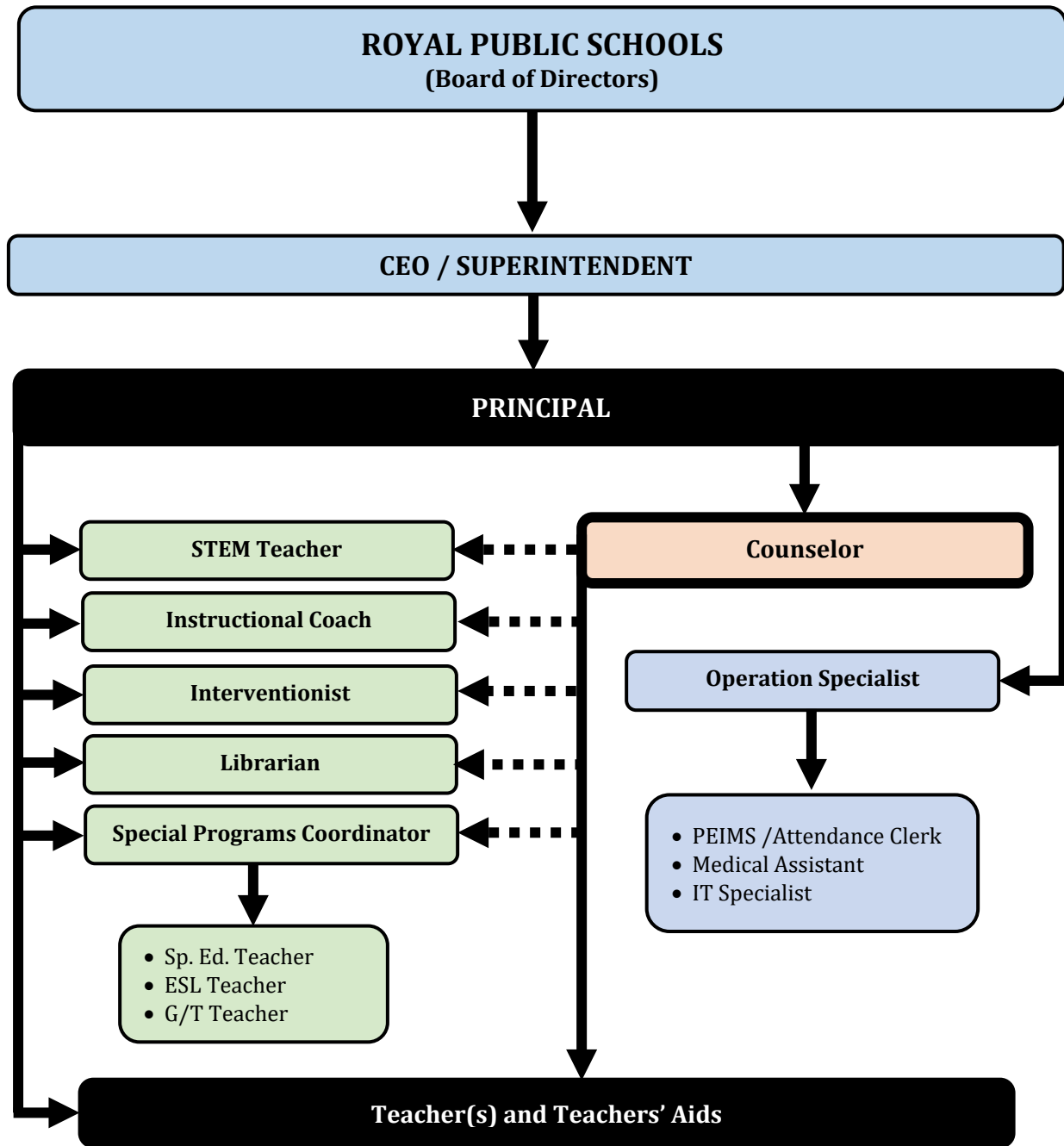
Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1 and at full capacity.

Each organizational chart must 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 must also document clear lines of authority and reporting within the charter school.

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

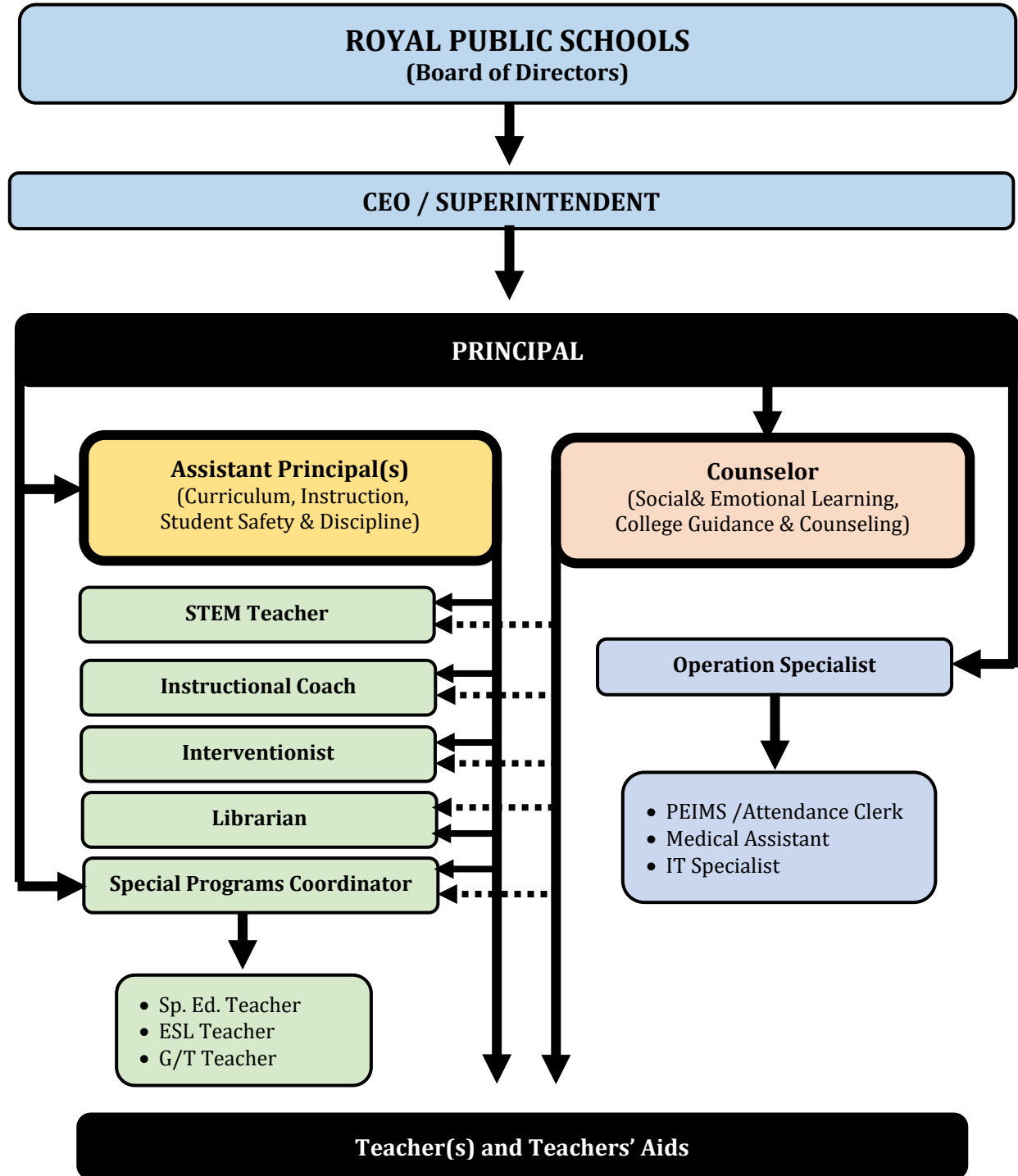
ORGANIZATIONAL CHARTS

YEAR-1: Campus Structure

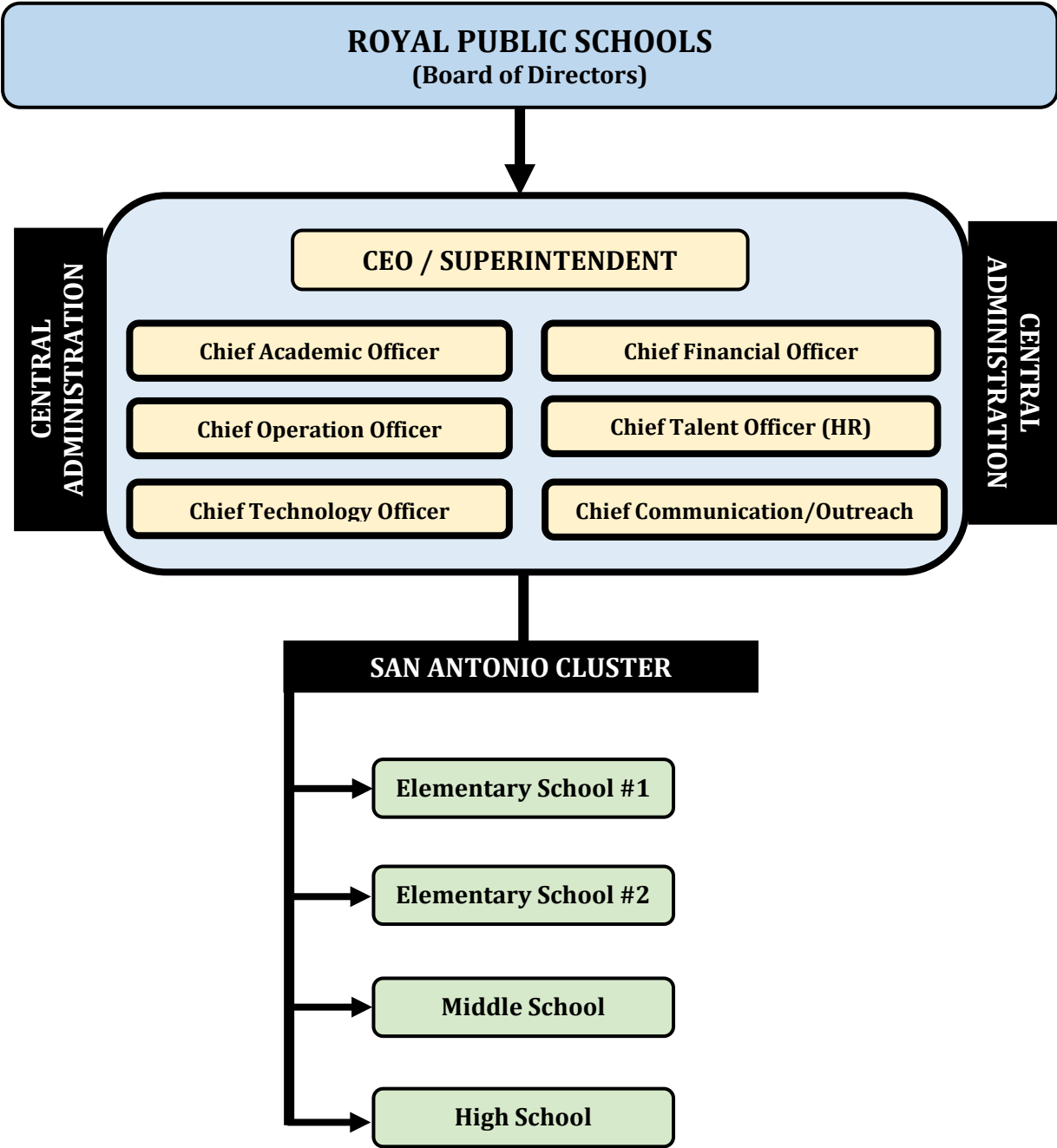


Campus Organizational Chart At-Capacity

At scale, a Royal campus will have the following positions. Number of positions and employees may be increased and decreased based on the student enrollment numbers.



At Capacity: Entire Organization/Cluster Structure



** The charts above are designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises. Additional positions may be created as needed or some of these positions may be outsourced.*

Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Royal Public Schools Superintendent Evaluation Tool				
Performance Domains and Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
CEO as Instructional Leader / Academic Performance				
· Understands and articulates all aspects of the school instructional program				
· Implements the school's vision and improvement plan				
· Participates with the board in analyzing and evaluating instructional improvement				
· Organizes a planned program of staff evaluation and academic improvement				
· Inspires others to highest professional standards				
Performance Domains and Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
CEO on Individual Qualities				
· Represents organization honestly with integrity in all professional matters				
· Demonstrates the ability to work well with individuals and groups				
· Devotes time and energy effectively to the job				
· Exercises sound judgment and democratic processes in arriving at decisions				
· Maintains poise and emotional stability in the full range of professional activities				
· Dresses suitably and grooms well				
· Uses language effectively in dealing with staff members, the board, and the public				
· Writes clearly and concisely				
· Speaks publicly in front of large and small groups				
· Attends conferences, works with professional committees				
Performance Domains and Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
CEO - Board Relations				
· Keeps the board informed on issues, needs, and operation of the school system				
· Interprets and executes the intent of board policy				
· Offers professional advice to the board on matters requiring board action				
· Maintains a harmonious working relationship with the board.				
· Seeks and accepts constructive criticism of work				

· Supports board policy and actions to the public and staff				
· Accepts responsibility for maintaining liaison between the board and personnel				
· Remains impartial toward the board, treating all board members alike				
Performance Domains and Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
CEO - Community Relations				
· Gains respect and support of the community				
· Develops friendly and cooperative relationships with news media				
· Participates actively in community life and affairs				
· Achieves status as a community leader in public education				
· Works effectively with public and private agencies				
· Visits other charters and districts, and meets superintendents				
Performance Domains and Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
CEO - Staff Relations				
· Develops and executes sound personnel procedures and practices.				
· Establishes good employee morale and loyalty to the organization.				
· Treats personnel fairly, without favoritism or discrimination, while insisting on performance.				
· Delegates authority to administrative personnel				
· Recruits and assigns the best available personnel in terms of their competencies				
· Evaluates performance of appropriate administrative personnel.				
Performance Domains and Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
Business, Operations, and Finance				
· Keeps informed on the needs of the school program				
· Manages facilities, equipment, and supplies efficiently				
· Provides financial operation oversight and effective performance				
· Determines that funds are spent wisely				
· Maintains adequate internal controls and accounting				
· Evaluates financial needs and makes recommendations for adequate, prudent budgets				
· Achieves adequate financial surpluses each year				

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write “N/A” on the cover page of the attachment that is not completed.

Soner Tarim, Ph.D.
Founder
Harmony Public Schools and Royal Public Schools
503 Ogden Trail Sugar Land, TX 77479
Phone: 832-641-5588 ♦ sonertarim@gmail.com

Summary of Qualifications

- Established first Harmony with 200 students in 2000. Currently, serving 36,000 students in 17 cities throughout Texas and one in Washington, DC.
- Established a central administration structure to serve and provide logistical services to all 54 Harmony campuses and 15 non-Harmony charters.
- Completed 8 different bonds financing totaling more than \$540 Million.
- Established largest annual international science fair event (I-SWEEEP).

Education

August 2002

Ph.D., Texas A&M University, College Station, Texas, USA.

Leadership Experience

March 2019 – Present

May 2017 - Present

February 2012 – October 2013

The Broad Academy Fellow

Pahara-Aspen Institute Fellowship

American Leadership Forum-Houston Chapter

Work Experience

October 2018 - Present

October 2017 – October 2018

July 2000 - October 2017

September 1997 - May 2000

January 1994 - August 1997

Founder and CEO of Royal Public Schools

Chief Advocate of Harmony Public Schools

Founder and CEO of Harmony Public Schools. HPS is a high performing K-12 public charter school network with 54 locations throughout Texas.

Teaching Assistant Coordinator. Organize, coordinate and oversee activities of Fundamentals of Ecology lab and teach graduate assistant how to conduct/teach science at the Department of Renewable Natural Resources, Texas A&M University. Graduate Assistant, **Research and Teaching**, Texas A&M University.

Professional Services

Certified Trainer

Grant Reviewer

Certified by Texas Education Agency to train school board members, superintendents, school business officers, and school administrators.

Nominated by the State Board of Educators to review competitive grants that are submitted to the Texas Education Agency

Professional Services

January 2019 – Present

September 2012- 2019

June 2013 – 2017

June 2005 – May 2012

July 1999 – July 2000

Board Member, International Leadership of Texas Charter School

Board Member (Treasurer), Texas Charter School Association.

Board Member, Family Services of Greater Houston.

Board Member representing charter schools, Region 4 ESC Houston, TX.

President and CEO, Cosmos Foundation Inc. Houston, TX.

Grants and Proposals Funded

Teacher Incentive Grant, 2016

Race-to-the-Top District Grant, 2013

T-STEM Grant

\$26.7M grant to promote effective teaching through the development of human capital management systems and the use of performance-based compensation.

\$30M grant from U.S. Department of Education was received to fund significant effort to personalize learning for all students at the secondary school level.

Over \$10M received to implement Texas-Science Technology Engineering and Mathematics (T-STEM) program in 14 Harmony Schools. The T-STEM initiative is sponsored by Texas Education Agency along with Gates, DELL, and the Communities Foundation of Texas foundations.

Publications

2015: Equity in STEM & STEM for All.
O. U. Celepcikay and S. Tarim

A book chapter in "A Practice-Based Model of STEM Teaching."

Non-print Educational Materials

Personnel and Student Handbooks

BE/ESL Handbook

Prepared guidelines, rules and regulations for faculty/staff and students. The Personnel Handbook covers topics including but not limited to the code of ethics, hiring standards, job descriptions, pay and compensation, discipline, and termination.

Prepared a Guideline (141 pages) regarding policies and procedure of the BE/ESL program.

Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write “N/A” on the cover page of the attachment that is not completed.

Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write “N/A” on the cover page of the attachment that is not completed.

N/A

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write “N/A” on this Attachment and complete Attachment 18.

Biography
John M. Subas, M.Ed.
3313 Magellan Ct. Round Rock, TX, 78665

Mr. Mehmet Subas has over 15 years of teaching and administrative experiences in public charter school systems. In addition to his teaching role, Mr. Subas has worked as principal at elementary, middle and high schools. During past 15 years, he and his schools received numerous recognitions.

Mr. Subas began his career at Harmony School of Excellence-Houston where he taught middle school science courses. Mr. Subas became one of the highly sought science teacher because of his strong background in science content, classroom management skill, and his views in literacy as the foundation.

Following his teaching experiences, Mr. Subas was given many responsibilities throughout his career at Harmony. He served as Dean of Academics, College Guidance, Department Head, and Mentor Teacher. He also became coordinators of the following departments/programs throughout his career; Special Education, English as Second Language, Gifted and Talented, Title I, AP, and Dual Credit, and Assessment and Evaluations.

As a school leader, Mr. Subas always has open door policy and communicate with his team and gives everyone an opportunity to contribute their ideas toward a common goal. He makes decisions thoughtfully by taking into consideration what is in the best interest of students. He seeks and utilizes resources to further the education of teachers and himself. Mr. Subas views a collaborative school environment as the key to creating successful teachers and students. He believes partnerships with parents and community partners are essential to enriching the experience at Harmony.

Mr. Subas' goals are to conduct targeted, intentional, purposeful programs in order to provide each student with academic, social and cultural skills needed for optimal growth and development. He believes that a total commitment of staff, along with instructional effectiveness and positive attitudes, in a safe and orderly atmosphere, will strengthen the concepts that all students are capable of achieving optimum success.

As an elementary, middle, and high school principal, he led the transformation of three different schools, including Harmony School of Innovation, Harmony School of Science Austin and Harmony Science Academy Houston High, which went from a low-performing school to national recognition by the Texas Education Agency, Washington Post, Children at Risk, Newsweek and U.S. News and World Report Magazine recognizing it four times as one of America's best high schools.

Mr. Subas earned his master's degree in Education and complete his principal and superintendent certification programs at University of Texas at Tyler.

Mehmet John Subas, M.Ed.

3313 Magellan Ct.
Round Rock, TX, 78665

Cell:832360-4257
msubas@gmail.com

Educational Visionary

The only thing worse than being blind is having sight but no vision. ~Helen Keller

Distinguished, compassionate educator with an open-door policy and fifteen years of educational experience dedicated to creating a student-centered atmosphere wherein all can be academically successful, emotionally healthy, and globally conscious citizens. A mission-driven professional dedicated to the mentoring of other educators and the furthering of educational innovation.

Professional Experience

2017- Current	Unity School Services	Chief Academic Officer
2017- 2019	HSS Austin (K-5)	Principal
2012- 2017	HSA Houston High (9-12)	Principal
2010- 2012	Harmony School of Innovation (K-8)	Principal
2009- 2010	HSA San Antonio (K-12)	Dean of Academics /SPED/GT/ESL Coordinator/College Guidance Counselor
2008- 2009	HSA Bryan-College Station(K-12)	Dean of Academics/ Testing Coordinator
2007- 2008	HSA Northwest(K-8)	Science Teacher
2006- 2007	Harmony School of Excellence (K-8)	Science Teacher
2003- 2006	Private College Prep School (6-12 Turkey)	Science/Biology Teacher

My Leadership Style

A leader by which a collaborative effort is the main focus to work with subordinates in order to identify needed change, creating a vision to guide through inspiration, and executing the change in tandem with committed members of a group. I serve to enhance the motivation, morale, and job performance of followers through a variety of mechanisms. These include: connecting the staff's sense of identity and self to a project and to the collective identity of the organization, being a role model for staff in order to inspire them and to raise their interest in the project, challenging staff to take greater ownership of their work, and understanding the strengths and weaknesses of followers, allowing the leader in aligning followers with tasks that enhance their performance.

I set the norms for the organization and actively involve my team members in the process. I set goals, guide team discussions, and assimilate all contributed ideas to make the final decision. I acknowledge that participating members can have valuable insight into a problem or process, so I actively consult with them. As

a result, I'll likely gain creative input and original ideas that I wouldn't have come up with If I were working alone. This style can build trust between my team and me, as they'll likely feel engaged and valued.

Instructional Leadership-Utilize resources, including the human capital, to provide coaching and guidance to prepare teachers for expertly implementing the district instructional framework using research-based best practices in their instructional strategies, techniques, and activities *Coach*

Executive Leadership-Solutions based approach to challenges as well as open-door policy in communication with all key stakeholders *Strategic Planner*

School Culture-Facilitate systems of support, with high expectations, for enabling staff members and students to reach their highest potential as well as develop and foster community outreach and family engagement *Talent Developer, Motivator*

Educational Philosophy-Through an open door policy, we can open the minds of great teachers who inspire great thinking through the use of a student-centered approach which will unleash the potential in every student *"Not everybody can be famous, but everybody can be great because greatness is determined by service."* ~ Dr. Martin Luther King Jr.

Educational Background

2000-2003	Mugla University	Bachelor of Arts in Biology
2003-2004	Mugla University	Masters of Education
2011	UT Tyler	Masters of Education-Principal Certification Program
2013	UT Tyler	Superintendent Certification Program

Accomplishments, Awards & Recognitions

2012-2017 As the Principal of the Harmony Science Academy-Houston High:
U.S. News & World Report, "Best High Schools in the U.S." Gold Medal School
Children At-Risk, "A+ School"
Washington Post, "America's Most Challenging High Schools"
Newsweek, "Beating the Odds: Top High Schools for Low-Income Students"
Institute for Productivity in Education – Texas Honor Roll School

STAAR End of Course Exam Results

2013 Accountability Rating: “Met Standard,” Distinctions: 3 out of 3

2014 Accountability Rating: “Met Standard,” Distinctions: 6 out of 7

2015 Accountability Rating: “Met Standard,” Distinctions: 6 out of 7

2016 Accountability Rating: “Met Standard” Distinctions: 6 out of 7

2017 Accountability Rating: “Met Standard” Distinctions: 7 out of 7

600 graduates, 100% college acceptance, and more than \$10 million in scholarships awarded to HSA-High students.

2018 Best Charter Elementary School in Austin Area by Niche

PROFESSIONAL OBJECTIVE

Contribute to a school or district for the betterment of children's educations and provide equity

EXPERIENCE IN EDUCATION

2007-2016 Elementary Principal Austin I.S.D. ~ J. Walter Graham Elementary

Austin I.S.D. *Lead administrator in a K through 5th grade Title 1 elementary school with approximately 800 children, 55 teachers and a student population with the following student demographics: 96% low economic disadvantage, 55% Limited English Proficiency, average 20% mobility, 75% Hispanic, 20% African American and 5% Anglo/Other.*

- Sole responsibility for fiscal management, hiring and evaluating school personnel, student discipline and raising student academic achievement at J. Walter Graham Elementary.
- Created a 1st - 6th grade on a Non-negotiable Word Program in 2007 that is currently a staple in all Title 1 Schools in Austin ISD as well as multiple traditional and charter school districts across the country.
- Designed, developed and implemented a daily mathematics numeracy program at Graham starting in 2007-08 school year.
- Designed a classroom novel set program using grant monies and Title 1 funds with approximately a 50,000 dollar investment to encourage progressive classroom instructional techniques and promote high student engagement.
- Mentored principals at Zavala, Overton and Becker Elementary Principals in their initial year as a principal between 2009 and 2012 academic school years.
- Lead presenter at Service Region 13 Conferences at AIE (Advancing Improvements in Education) and TEKS conferences on elementary curricular topics in San Antonio in 2015, 2016, 2017 and 2018.
- Graham Academic Accomplishments during tenure as principal:
 1. From 2009 through 2012, Graham was named a TEA “*Exemplary*” rated school.
 2. In 2012, Graham was selected as a National Blue Ribbon School by the US Department of Education as well as one of four schools in the United States as a National Blue Ribbon Profile School for academic excellence and featured on the National Blue Ribbon website.
 3. From 2013 through 2016, Graham earned TEA’s highest level of performance earning the maximum academic distinctions possible each school year.
 4. In 2013 and 2015, Graham was selected as a Gold Ribbon School by Children at Risk – Speaking out and Driving Change for Children National Nonprofit Organization.
 5. In 2013, 2014 and 2015, Graham was a TEA recognized Title 1 Reward School for “High Academic Performance.”

2006-2007 Elementary Program Supervisor ~ Associate Superintendent’s Office

Austin ISD *Central Office Administrator responsible for operational management of the 40 North Austin ISD Elementary Schools as well as the academic improvement implementation and coordination of the five Elementary Focus Schools.*

- Designed, authored, and implemented – under the guidance of both AISD Associate Superintendents – the Five Focus School Intervention Model to raise student achievement in the District’s lowest academically performing schools in collaboration with elementary Associate Superintendents and AISD curriculum personnel in all subject areas, but with a focus on mathematics.
- Implemented Mathematics Intervention Program in five AISD Focus Schools with significant academic increases in TAKS during the 2006-07 school year.
- Authored intervention papers on math and science analyzing schools’ data and recommending intervention processes for increasing student achievement in those two subject areas for the five AISD Focus Schools.

2004-2006
Leander
I.S.D

Leander ISD: Elementary Assistant Principal

Administrator in a PK through 5th grade elementary school with approximately 900 children and 50 teachers

- Designed and implemented a global intermediate math fact, skill based exercise, and numeracy based program for all 3rd, 4th, and 5th grade classrooms based on a continuous improvement driven philosophy.
- Authored an analysis of a successful science program and recommended design for Cox's 5th grade science program.
- Coordinated and established with a parent volunteer the national WATCH D.O.G.S. (Dads of Great Students) program at Cox in spring 2006 that encourages father participation in a myriad of functional roles during school hours.
- Modeled instructional strategies in science and mathematics lessons with both fourth and fifth grades.
- Integrated all internal LISD and TAKS data by classroom teacher for individual student based sensitivity analysis.

1995-2001
Round
Rock ISD

Round Rock ISD ~ 4th and 5th Grade Teacher

Taught and designed curriculum: mathematics, writing, reading, grammar, science, history, and computer science

- Developed progressive mathematics programs that produced TAAS results that ranked grade level 4th in 1998 and 8th in 1999 among all fifth grades in the state of Texas by Just For Kids.
- Collaborated and developed a language arts vocabulary, grammar, and Daily Oral Language cross curriculum integration program for both science and social studies.
- Authored geography grant, awarded, and implemented the grade level program during 1999-2001.

SUPPORTING PROFESSIONAL WORK EXPERIENCE

1985-1989
2001-2004

Bridge Division – TxDOT: Civil (Structural) Engineer ~ Austin, Texas

Assigned sole administrative and lead management responsibility as well as lead engineering design role for performing structural design and analysis on over 150 multi-million dollar federal and state funded bridge projects

1993-1994

Central Texas Library System (CTLIS): Financial Operations Manager ~ Austin, Texas

Managed the organizational and fiscal accounting system as well as created and supervised the administration and implementation of new controls of the overall financial system for handling its multi-million dollar state and federal grant funds.

1992-1993

Department of Defense – DOD: Civil (Project) Engineer ~ Sacramento, California

Coordinated the resolution of technical engineering problems, engineering during construction, and performed financial and cost budgetary analysis on three different multi-million dollar projects.

STATE OF TEXAS CERTIFICATIONS

Elementary: Elementary Self-Contained (K-8), Elementary Physical Science (K-8)

Secondary: Mathematics (6-12), Physics (6-12), Economics (6-12)

Administration: Principal (All levels)

EDUCATION - UNIVERSITY

Texas State University

Masters Degree: Educational Administration

OVERALL GPA: 4.00/4.00

May 2005

The University Of Texas At Austin

Certificate of Applied Learning and Development: Education

Bachelor of Business Administration: Accounting

Bachelor of Science: Architectural Engineering

OVERALL GPA: 3.41/4.00

May 1995

May 1992

August 1985

REFERENCES AVAILABLE UPON REQUEST

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

JOB DESCRIPTION, ROLES, & RESPONSIBILITIES

Position : Assistant Principal
Reports to : Principal
Job Type : Full Time
Work Hours : Normal School hours

Objective: Assist Principal in instructional program administration, human resources organizations, student activities and services. Counsels and disciplines students; supervises teacher classroom management; performs administrative tasks, monitors student's attendance, and creates a safe and orderly school environment.

POSITION QUALIFICATIONS:

- Bachelor's degree from accredited college or university.
- Two years teaching experience
- Master's degree from accredited college or university is preferred.

DUTIES AND RESPONSIBILITIES:

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.
- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.
- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools and charter policy.
- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

- Counsel and Discipline students.
- Supervise teacher classroom management.
- Train staff on student code of conduct and implementation of discipline.
- Maintain records of disciplinary actions taken to ensure that the student code of conduct is administered properly.
- Communicate with parents and key stakeholders regarding student discipline and safety.
- Monitor students' attendance.
- Maintain a safe and orderly school environment.
- Coordinate before and after school programs and clubs.
- Monitor the school ground actively for safety checks.
- Perform other duties as assigned.

SKILLS AND ABILITIES:

- Ability to communicate effectively in both written and oral forms with all levels of management.
- Ability to establish and maintain effective working relationships with all stakeholders.
- Ability to use computer including software, database used by the school, spreadsheet and word processing software, calculator, copy machine and telephone.
- Ability to analyze data
- Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills.
- Knowledge of child and adolescent behavior issues and psychology.
- Management and supervisory skill and/or training and experience.
- Ability to identify problems and proactively find solutions.

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

- Light Work: may require occasional light lifting.
- Nights and weekend activities will be occasionally required.
- Position is in office setting and may involve prolonged work at a desk in one location.
- Moderate travel is required.

Position : Counselor
Reports to : Principal
Job Type : Full Time
Work Hours : Normal School hours

Objective: To work with school faculty and staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance and counseling program at the school. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students.

POSITION QUALIFICATIONS:

- Bachelor's degree from an accredited college or university.
- Minimum 2 years teaching experience
- Master's Degree in guidance counseling is preferred.
- Valid counseling certificate is preferred.

DUTIES AND RESPONSIBILITIES:

- Serve as primary counseling liaison within the schools
- Develop, implement and evaluate comprehensive school guidance and counseling program including social emotional learning program.
- Coordinate the activities of the counseling department, including calendaring school day and evening events for communicating important information to students and parents
- Collaborates with other admins and teachers to ensure cohesive implementation and delivery of services.
- Prepare counseling procedures, student appraisal, and career development
- Counsels with students individually or in groups.
- Assists students, staff and parents in making use of counseling services.
- Coordinates counseling information and record keeping.
- Assists in scheduling and providing information about curriculum offerings in the program of studies to staff, students, and parents.
- Remains current in the area of counseling through membership in professional organizations, reviews of related literature and attendance of workshops and in-service programs.
- Promotes community understanding through professional concern for all students as well as demonstrating an interest in school and community activities.
- Participates in, coordinates and conducts activities that contribute to the effective operation of the counseling program and school.
- Coordinate school college trips.
- Attend IEP and ELL related meetings.
- Perform other duties as assigned.

SKILLS AND ABILITIES:

- Ability to communicate effectively in both written and oral forms with all levels of management.

- Ability to establish and maintain effective working relationships with all stakeholders.
- Ability to organize special programs for assigned campus.
- Ability to use computer including software, database used by the district, spreadsheet and word processing software, calculator, copy machine and telephone.
- Ability to analyze data
- Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

- Light Work: may require the occasional light lifting.
- Nights and weekend activities will be occasionally required.
- Position is in office setting and may involve prolonged work at a desk in one location.
- Moderate travel is required.

Position : Instructional Coach
Reports to : Principal
Job Type : Full Time
Work Hours : Normal School hours

Objective: To support assigned teachers in the implementation of research-based strategies and curricula by demonstrating and supporting exemplary instructional practices.

POSITION QUALIFICATIONS:

- Bachelor's degree from an accredited college or university.
- Minimum of 2 years of teaching experience
- Master's Degree in Curriculum & Instruction is preferred.

DUTIES AND RESPONSIBILITIES:

- Attend curriculum meetings.
- Participate in and provide feedback during curriculum development activities
- Work with teachers individually, in collaborative teams, and/or departments, providing practical support on a full range of instructional strategies.
- Assist in providing professional development opportunities for teachers and support staff in the Districts of math, ELA, science, social studies, vocabulary instruction, assessment, differentiation, RTI, etc. Provide follow-up to ensure skill is implemented in the classroom.
- Provide ongoing support to teachers in the implementation of best practices that support key concepts of teaching discipline. Support teachers by providing campus visits, classroom observations, and reflective practice conferences.
- Review and provide feedback on weekly lesson plan submissions.
- Assist teachers in reviewing student assessment data, determining appropriate interventions, modifications and scaffold instruction for students, and guiding teachers as needed in organizing for instruction.
- Coordinate activities on assigned campuses and with system-wide instructional personnel.
- Help select appropriate curriculum materials for the classroom and ensure that teachers have the necessary materials for quality instruction.
- Attend IEP and ELL related meetings when necessary.
- Perform other duties as assigned.

SKILLS AND ABILITIES:

- Ability to communicate effectively in both written and oral forms with all levels of management.
- Ability to establish and maintain effective working relationships with all stakeholders.
- Ability to organize special programs for the assigned campus.
- Ability to use computers including software, database used by the district, spreadsheet and word processing software, calculator, copy machine and telephone.
- Ability to analyze data

- Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

- Light Work: may require the occasional light lifting.
- Nights and weekend activities will be occasionally required.
- Position is in office setting and may involve prolonged work at a desk in one location.
- Moderate travel is required.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Royal Public Schools
Adopted Leadership Support and Evaluation Tool (T-PESS-<https://tpess.org/>)

	June/July	August	September	September	October	November December	January	February	March	April	May	June/July
	Review and Collect Artifacts and Evidence											
	Orientation	Self-Assessment and Goal Setting	Beginning of year Conference	School Site Visit / Informal Assessment	School Site Visit / Informal Assessment	School Site Visit / Informal Assessment	Mid-Year Conference	School Site Visit / Informal Assessment	School Site Visit / Informal Assessment	School Site Visit / Informal Assessment	School Site Visit / Informal Assessment	End of Year Conference and Goal Setting
INSTRUCTIONAL LEADERSHIP												
RIGOROUS AND ALIGNED CURRICULUM AND ASSESSMENT												
EFFECTIVE INSTRUCTIONAL PRACTICES												
DATA-DRIVEN INSTRUCTION AND INTERVENTIONS												
MAXIMIZE LEARNING FOR ALL STUDENTS												
HUMAN CAPITAL												
TARGETED SELECTION, PLACEMENT, AND RETENTION												
TAILORED DEVELOPMENT, FEEDBACK, AND COACHING												
STAFF COLLABORATION AND LEADERSHIP												
SYSTEMATIC EVALUATION AND SUPERVISION												

EXECUTIVE LEADERSHIP													
RESILIENCY AND CHANGE MANAGEMENT													
COMMITMENT TO ONGOING LEARNING													
COMMUNICATION AND INTERPERSONAL SKILLS													
ETHICAL BEHAVIOR													
SCHOOL CULTURE													
SHARED VISION OF HIGH ACHIEVEMENT													
CULTURE OF HIGH EXPECTATIONS													
INTENTIONAL FAMILY AND COMMUNITY ENGAGEMENT													
SAFE SCHOOL ENVIRONMENT													
DISCIPLINE													
STRATEGIC OPERATIONS													
STRATEGIC PLANNING													
MAXIMIZED LEARNING TIME													
TACTICAL RESOURCE MANAGEMENT													
POLICY IMPLEMENTATION AND ADVOCACY													

Appraiser Rubric and Evaluation Forms

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Texas Principal Evaluation and Support System (T-P ESS)

(Getting Started Instructions)

Instructions: To begin, please complete the contact information for the principal and appraiser then click on the **SAVE FORM** button before proceeding with the form or printing.

You may want to include the Principal's name and the school year in the file name when you save it. The information entered on this page will be populated throughout all forms in this document.

SPECIAL NOTE: The forms contained in this Adobe PDF document are designed to be used electronically or in a print format. Some sections of the form can also be emailed directly from the document.

Contact Information	
Principal Name:	
Principal Email:	
Principal School:	
School Year:	
Appraiser Name:	
Appraiser Email:	

Beginning-of-Year Goal Setting Form (For BOY Conference)

Instructions: Beginning of Year Goal Setting / Professional Development Plan

Principals complete a self-assessment using the T-PESS Rubric providing an opportunity for them to reflect on their current level of practice in relation to the Texas Principal Standards and serving as the basis for establishing professional growth goals. It is essential that the goal-setting process prioritizes areas of development for the principal as a professional, independent of campus-related needs. The primary goal is focused on the principal's individual growth as a professional. Principals will also set a second goal related to student growth on their campus. Although principals may choose to establish more than two goals, it is not required and any additional goals should be considered carefully so as not to dilute their energies from the two required goals.

The Self-Assessment and Goal Setting step is central to the core intent that the T-PESS process guide self-reflection, inform professional development, and personify continuous growth and improvement.

Principals should use the following criteria when completing the Beginning-of-Year Goal Setting Forms:

- Principals should conduct a comprehensive review of the T-PESS rubric in preparation for completing the Principal Self-Assessment.
- Principals shall set at least two goals; one goal must focus on developing an aspect of the principal's practice while the second goal must focus on an aspect of student growth.
- The strategies and actions to be taken over the course of the year should be outlined in the GSPD plan (goal setting and professional development), along with the expected outcomes, time line for achievement, and the resources needed for attainment.

The Beginning-of-Year Conference provides the principal and the appraiser an opportunity to engage in collaborative conversations. At this meeting, the principal and the appraiser discuss the principal's Self-Assessment and the principal's proposed goals. The primary purpose of the BOY Conference is to give the principal and the appraiser an opportunity to discuss professional practice in relation to the five principal standards.

In preparation for the BOY Conference:

- The principal will submit (1) a copy of his or her completed Self-Assessment and (2) his or her draft goals – one for professional practice and one for student growth.
- The appraiser will review (1) the results of the principal's Self-Assessment and the previous year's summary ratings (if a continuing principal) and (2) the principal's draft goals.

Additional information on Principal Self-Assessment & Goal-Setting and the BOY conference is available in the T-PESS Participant Manual.

Professional Practice Goal	
Professional Practice Goal:	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions:	
Expected Measurable Outcomes:	
Timeline for Achieving Goal:	
Resources Needed:	
Comments:	
Student Growth Goal	
Student Growth Goal (can span a period greater than one year):	
Texas Principal Standard(s) and Indicator(s) to be Addressed:	
Strategies and Actions (to be taken over time):	
Expected Measurable Outcomes (to be realized over time):	
Timeline for Achieving Goal:	
Resources Needed:	
Comments:	
Principal Signature:	Date:
Appraiser Signature:	Date:

Principal Evaluation Rubric From (Mid-Year Conference and the End-of-Year Conference)

The rubric serves as the foundation for Texas Principal Evaluation and Support System. It should be used throughout the process to monitor principals' progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school.

Appraisers will use the rubric to complete their assessment of the principals' performance at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Local policy/procedure will determine the means, time frame, and formality of these reviews. Example: At the beginning of the year, local procedure may dictate that the supervisor "review" the rubric for an informal assessment. Or, local guidelines might require that the BOY assessment be completed and submitted as a formative assessment. This will be determined at the local level.

The principal and appraiser will use the rubric as a guide for performance discussions throughout the year and as a tool to determine the final evaluation rating for the principal. This is a working document and should be referred to throughout the year. It is designed so that appraisers may take notes and cite evidence in an on-going manner.

Instructions: Appraisers will use the rubric on the following pages to complete their assessment of the principals' performance during the year. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal.

To complete this form,

- The Principal Standards serve as the foundation of the T-PESS rubric.
- Read the specific Standard carefully and then review the given indicator.
- Begin in the Developing column. If the practices listed in the Developing column describes the principal's performance throughout the year, mark the box beside the practice. There should be evidence that documents attainment of this performance level.
- For scoring purposes, continue to work down the column of Developing practices. For each practice for which there is sufficient evidence to support the performance level, give a check mark.
- Continue this process through the Proficient column reading and rating as you move down the column. For any practice for which there is NOT adequate evidence for the performance level, the box should be left blank.
- Continue this process through Accomplished, and Distinguished categories for each indicator within the principal evaluation rubric.
- If no practices can be checked at this time, make a comment in the Not Demonstrated / Needs Improvement column.
- If practices in the Distinguished column are marked, provide an explanatory comment.

Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	<input type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	<input type="checkbox"/> Plans with clearly defined detail for implementation of the district's approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	<input type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	<input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas . . . and	<input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement . . . and	<input type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community	<input type="checkbox"/> Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies	<input type="checkbox"/> Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom <input type="checkbox"/> Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom	<input type="checkbox"/> Understands and articulates the adopted model of instructional planning and delivery	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff	<input type="checkbox"/> Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement <input type="checkbox"/> Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources . . . and	<input type="checkbox"/> Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery <input type="checkbox"/> Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources . . . and	<input type="checkbox"/> Demonstrates knowledge about research on effective instructional practices and their impact on student achievement . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students	<input type="checkbox"/> Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement	<input type="checkbox"/> Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement	<input type="checkbox"/> Understands and articulates the impact of school-level practices on student learning and achievement	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students . . . and	<input type="checkbox"/> Utilizes a variety of district- approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students . . . and	<input type="checkbox"/> Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students . . . and	
Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.				

Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps	<input type="checkbox"/> Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	<input type="checkbox"/> Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	<input type="checkbox"/> Understands and articulates a clear meaning of equity within the school community	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	<input type="checkbox"/> Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	<input type="checkbox"/> Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	<input type="checkbox"/> Models and promotes high expectations for all students, student sub-groups, and staff	
	<input type="checkbox"/> Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups ... and	<input type="checkbox"/> Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students ... and	<input type="checkbox"/> Understands and articulates the learning and social-emotional needs of student groups within the school community ... and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.

Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development	<input type="checkbox"/> Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission	<input type="checkbox"/> Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals	<input type="checkbox"/> Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Establishes a culture of high performance that supports teacher retention . . . and	<input type="checkbox"/> Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students' needs <input type="checkbox"/> Implements and manages district personnel policies in a fair and equitable manner	<input type="checkbox"/> Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources	
		<input type="checkbox"/> Utilizes organizational resources to effectively manage human capital . . . and	<input type="checkbox"/> Identifies organizational resources and understands the necessity of managing human capital . . . and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	<input type="checkbox"/> Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students	<input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	<input type="checkbox"/> Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	<input type="checkbox"/> Supports and encourages systematic feedback among teachers and staff <input type="checkbox"/> Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school ... and	<input type="checkbox"/> Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities ... and	<input type="checkbox"/> Involves campus committees and/or leadership teams in identifying needs for campus professional development ... and	
Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.				

Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Supports teachers and staff to accept leadership responsibilities outside of the school building	<input type="checkbox"/> Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development ...and	<input type="checkbox"/> Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members <input type="checkbox"/> Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles ...and	<input type="checkbox"/> Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school ...and	<input type="checkbox"/> Comment Required

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Maintains a culture where teacher performance evaluations align with student academic growth and development	<input type="checkbox"/> Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve school wide instructional practice ...and	<input type="checkbox"/> Creates or adopts protocols to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	<input type="checkbox"/> Understands and communicates clear expectations of performance and professional behavior for all staff	<input type="checkbox"/> Comment Required
		<input type="checkbox"/> Implements evaluation of teachers and staff according to district policy and state statute ensuring fairness and consistency <input type="checkbox"/> Accurately analyzes multiple sources of teacher performance data and makes fair and accurate decisions concerning teacher contract and performance improvement ...and	<input type="checkbox"/> Understands district policy and state statute governing teacher and staff evaluation ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.

Standard 3 – *Executive Leadership*: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Maintains a culture in which teachers and staff encourage and support each other during challenging times	<input type="checkbox"/> Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	<input type="checkbox"/> Empowers the school staff to take ownership of the continuous improvement process	<input type="checkbox"/> Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	<input type="checkbox"/> Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	<input type="checkbox"/> Inspires teachers by including them in the development of a strategic goal setting process <input type="checkbox"/> Encourages teachers and staff to accomplish school goals	<input type="checkbox"/> Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting	
<input type="checkbox"/> Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	<input type="checkbox"/> Creates and uses a transition team during times of change to assist individuals with new ways of doing things ...and	<input type="checkbox"/> Adapts his/her leadership style to the needs of individual teachers and staff struggling with change ...and	<input type="checkbox"/> Understands and articulates how change initiatives can be perceived differently by different stakeholders ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops and refines structures to gather feedback and data from educational stakeholders	<input type="checkbox"/> Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	<input type="checkbox"/> Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices	<input type="checkbox"/> Understands the importance of performance feedback from supervisors in the context of personal and school improvement	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Serves as a role model for continuous improvement in professional practice among colleagues	<input type="checkbox"/> Actively seeks out individual growth and professional development opportunities ...and	...and	...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3C: The principal communicates with all audiences and develops productive relationships.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district	<input type="checkbox"/> Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication	<input type="checkbox"/> Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community <input type="checkbox"/> Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community	<input type="checkbox"/> Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement ...and	<input type="checkbox"/> Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school ...and	<input type="checkbox"/> Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups <input type="checkbox"/> Keeps accessible to all stakeholder groups ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Actively leads in the development of district goals and initiatives for improving achievement of all students	<input type="checkbox"/> Models ethical behavior by educating the larger community	<input type="checkbox"/> Develops and implements staff trainings on policies and procedures related to ethical behavior <input type="checkbox"/> Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	<input type="checkbox"/> Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators <input type="checkbox"/> Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	<input type="checkbox"/> Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	<input type="checkbox"/> Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	<input type="checkbox"/> Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum ...and	<input type="checkbox"/> Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs ...and	<input type="checkbox"/> Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement <input type="checkbox"/> Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners	<input type="checkbox"/> Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement <input type="checkbox"/> Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/outcomes for every student and staff member	<input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement <input type="checkbox"/> Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement	<input type="checkbox"/> Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business	<input type="checkbox"/> Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) ...and *SBDM: Site-based Decision Making	<input type="checkbox"/> Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions ...and	<input type="checkbox"/> Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4B: The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community	<input type="checkbox"/> Collaborates with campus leadership to systematically monitor the effectiveness of systems intended to support high levels of student and staff performance <input type="checkbox"/> Collaborates with campus leadership to improve systems to support high levels of student and staff performance <input type="checkbox"/> Collaborates with campus leadership to improve the operating procedures and rules to maximize opportunities for all students to learn and teachers to teach ...and	<input type="checkbox"/> Communicates the expectations for high levels of performance for students and staff <input type="checkbox"/> Implements systems to improve the efficacy of students and staff to improve performance <input type="checkbox"/> Implements and fairly reinforces the operating procedures and rules to guide student and staff behavior <input type="checkbox"/> Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules ...and	<input type="checkbox"/> Understands and can explain the importance of establishing high performance expectations for students and staff <input type="checkbox"/> Understands and can explain the importance of a standard set of operating procedures and rules for students and staff to follow ...and	<input type="checkbox"/> Comment Required

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	<input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	<input type="checkbox"/> Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	<input type="checkbox"/> Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	<input type="checkbox"/> Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels ...and	<input type="checkbox"/> Identifies the culturally responsive needs and positive, traditions of the school and community ...and	<input type="checkbox"/> Understands and can explain the importance of cultural perspective in the school and community ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Encourages and actively involves community members to participate in and advocate for a safe and orderly school environment	<input type="checkbox"/> Systematically shares and accurately reports school safety data to teachers and community members <input type="checkbox"/> Collaborates with building leadership to actively involve teachers and staff to lead and manage components of the school safety plan	<input type="checkbox"/> Systematically reviews and analyzes school safety data <input type="checkbox"/> Implements school safety initiatives based on data to ensure an environment to maximize teaching and learning	<input type="checkbox"/> Understands and implements district policies and procedures regarding school safety	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Collaborates with campus leadership to develop systems to ensure students, staff, and community voice is heard <input type="checkbox"/> Utilizes feedback from students, staff, and community to improve the social and emotional safety of students and staff ...and	<input type="checkbox"/> Implements procedures and practices to maintain an orderly and supportive campus <input type="checkbox"/> Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules ...and	<input type="checkbox"/> Understands the importance of establishing systems and routines that ensure an orderly and supportive campus environment ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students	<input type="checkbox"/> Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus	<input type="checkbox"/> Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students	<input type="checkbox"/> Understands and implements district policies and procedures regarding student discipline	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Collect and analyze data concerning student behavior and academic performance to accurately address campus-wide behavioral and academic issues <input type="checkbox"/> Collaborates with campus leadership and intervention specialist to develop and implement school wide intervention programs that proactively address the behavioral and academic needs of groups of students ...and	<input type="checkbox"/> Routinely works with support specialist (<i>counselors, special education, school psychologist, etc.</i>) to analyze student behavior and academic performance data <input type="checkbox"/> Collaborates with support specialist to develop individualized performance improvement plans for students struggling behaviorally and academically ...and	<input type="checkbox"/> Understands how behavioral issues with students effect academic performance ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.

Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.

Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	<input type="checkbox"/> Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis	<input type="checkbox"/> Implements change initiatives that are aligned with the school's goals, targets, and improvement strategies	<input type="checkbox"/> Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Systematically and clearly communicates the progress toward achieving goals to all members of the school community ...and	<input type="checkbox"/> Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school ...and	<input type="checkbox"/> Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.				
Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	<input type="checkbox"/> Systematically monitors the effect of the master schedule on teacher planning and student achievement	<input type="checkbox"/> Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	<input type="checkbox"/> Designs school schedules and calendars that address the learning needs of diverse student populations	<input type="checkbox"/> Comment Required
<input type="checkbox"/> Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	<input type="checkbox"/> Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time ...and	<input type="checkbox"/> Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs ...and	<input type="checkbox"/> Ensures adherence to all legal and policy requirements for teacher planning and professional development ...and	
Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.				

Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	<input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices	<input type="checkbox"/> Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	<input type="checkbox"/> Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	<input type="checkbox"/> Comment Required
	<input type="checkbox"/> Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students ...and	<input type="checkbox"/> Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students ...and	<input type="checkbox"/> Knows about the school budget and accounting procedures ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	<input type="checkbox"/> Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement ...and	<input type="checkbox"/> Implements district initiatives directed at improving student achievement	<input type="checkbox"/> Understands and can explain district goals and initiatives directed at improving student achievement	<input type="checkbox"/> Comment Required
		<input type="checkbox"/> Collaborates with administrative colleagues to share best practices related to district goals and initiatives <input type="checkbox"/> Seeks internal and external opportunities to secure resources in support of the school's academic program ...and	<input type="checkbox"/> Openly and effectively communicates between and within school and district administration <input type="checkbox"/> Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community ...and	

Evidence, Artifacts, and/or Notes: Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.

Mid-Year Progress Form (Mid-Year Progress Conference)

Instructions: MOY Conference

Reviewing goal progress should be an ongoing process when using T-PESS. When done regularly, it encourages principals to reflect on and refine the leadership practices emphasized to accomplish the goal. Monitoring current progress also offers the opportunity for the appraiser and the principal to discuss and clarify leadership practices within the context of the school using real data.

Approximately halfway through the school year, the appraiser will meet individually with each principal to discuss progress toward the principal's goals and, if applicable, any proposed adjustments to action plans as necessary to reach set goals. The MOY conference also includes a review of selected parts of the rubric as determined most applicable by the appraiser and discussion of any additional support requested by the principal. In preparation for the MOY conference, the principal may wish to prepare a brief summary the most current data of any projects or initiatives related to their T-PESS goals.

Supporting and monitoring principal progress is an important component of the professional development process. The Mid-Year Conference provides the opportunity for principals and appraisers to formatively take stock of the progress the principal is making on his or her professional goals. Key information discussed and decisions made during the conference are captured on the MOY Conference form. Reviewing progress allows for continuing dialogue within the context of the standards, indicators and the principal's performance goals. Additionally, this conference offers the opportunity to modify goals should the need arise.

The Mid-Year Progress Form is used to capture the information reviewed and any decisions made as a result of discussion during the meeting. Following the meeting, the appraiser will complete the form and share it with the principal for review and signature. As a result of this feedback, both principal and appraiser should have a clear understanding of the principal's current level of practice in key areas of focus and goal progress. Ideally, the MOY conference is an extension of the ongoing dialogue between principal and appraiser.

Preparation by the appraiser prior to this conference is important. The appraiser should:

- Review the principal's Self-Assessment and Goal Setting Form.
- Consider the evidence collected through site visits.
- Review and consider the depth and quality of the artifacts submitted or collected.

During the Mid-Year Progress Conference, the principal and appraiser should meet to discuss progress toward goal attainment:

- Using the Mid-Year Progress Form, the appraiser should indicate whether the principal is progressing or not progressing toward goal attainment on both the principal practice goal, as well as the student growth goal set by the principal.
- Include a brief narrative of evidence of progress and/or revise the plan if necessary.

The appraiser should use this form to include any relevant feedback and comments that will assist the principal and promote growth in either or both areas.

Additional information on the MOY conference is available in the T-PESS Participant Manual.

Professional Practice Goal	
Professional Practice Goal:	
Indicate progress toward goal attainment: <input type="radio"/> Progressing <input type="radio"/> Not Progressing	
Evidence of Progress:	
Revised Plan (only if necessary):	
Principal Comments Attached? <input type="radio"/> Yes <input type="radio"/> No	
Appraiser Comments:	
Student Growth Goal	
Student Growth Goal (can span a period greater than one year):	
Indicate progress toward goal attainment: <input type="radio"/> Progressing <input type="radio"/> Not Progressing	
Evidence of Progress:	
Revised Plan (only if necessary):	
Principal Comments Attached? <input type="radio"/> Yes <input type="radio"/> No	
Appraiser Comments:	
Principal Signature:	Date:
Appraiser Signature:	Date:

Principal Summary Rating Form:

Instructions: The Principal Summary Rating Form is to be completed by the appraiser following the End-of-Year Conference where the principal is allowed the opportunity to share artifacts and evidence pertaining to his/her professional goal and performance throughout the year. The discussion of professional performance is collaborative between the principal and the appraiser.

- A final rating should be given for each indicator.
- Local policy will determine if a final overall rating should be given for each standard.
- The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation.
- The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the principal toward continued growth.

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.					
Indicators:	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard 1 (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: 	Evidence of documentation that may be used to support ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Leadership teams <input type="checkbox"/> Use of research-based school and classroom practices <input type="checkbox"/> Campus master schedule <input type="checkbox"/> Formative and summative assessments <input type="checkbox"/> Education plans for identified sub-populations <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> <input type="checkbox"/> 				
Areas for Growth and Resources Needed: 					

Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicators:	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard 2 (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Evidence of documentation that may be used to support ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Teacher retention data <input type="checkbox"/> Teacher professional growth plans <input type="checkbox"/> Site professional development plan <input type="checkbox"/> National Board Certified Teachers <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
Areas for Growth and Resources Needed:					

Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, and changes practice in ways that improves student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal communicates with all audiences and develops productive relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard 3 (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Evidence of documentation that may be used to support ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Campus leadership teams <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Visioning documents <input type="checkbox"/> Staff professional development plan <input type="checkbox"/> Teacher retention data <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
Areas for Growth and Resources Needed:					

Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal purposefully engages families and community members in meaningful student learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard 4 (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Evidence of documentation that may be used to support ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Student discipline data <input type="checkbox"/> Teacher turnover data <input type="checkbox"/> School safety plan <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> Community partnerships <input type="checkbox"/> Stakeholder engagement activities <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
Areas for Growth and Resources Needed:					

Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives students access to diverse and rigorous instructional programs, and builds in time for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard 5 (Only for districts that aggregate to the standard level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Evidence of documentation that may be used to support ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> School financial information <input type="checkbox"/> Master school schedule with instructional times <input type="checkbox"/> Visioning documents <input type="checkbox"/> Staff professional development plan <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
Areas for Growth and Resources Needed:					
Principal Comments Attached?			Yes	No	
If comments are attached, include Appraiser Signature.					
Principal Signature:			Date:		
Appraiser Signature:			Date:		

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

End-of-Year Goal Attainment Form:

Instructions: EOY Conference and Summative Annual Report

As the year wraps up, the principal should begin reviewing the artifacts and evidence collected throughout the year to assist in summarizing the impact and to prepare for sharing the summary at the End-of-Year Conference. The school leader should review progress toward his or her performance goals and collect and consolidate the artifacts and data that were agreed upon when making final determinations about goal achievement and improving leadership performance. This information should be sent to the appraiser in advance of the final meeting to allow the appraiser time to adequately prepare for the final meeting.

To complete the evaluation cycle, the principal and appraiser will meet to review the principal's performance for the year and to draft performance goals for next year based on the information available at that time. The principal will have the opportunity to present artifacts and evidence pertaining to attainment of his or her performance goals and any information that would provide additional insight for accurate summary ratings.

The End-of-Year Conference also marks the beginning of the goal-setting process for next year. Drawing from the insight gained as a result of the work in the current year, the principal and appraiser should collaborate to identify possible areas of focus for the coming year. The principal will revisit these possible goals throughout the summer and again with the appraiser in the fall to determine if adjustments are needed or desired, especially in light of any additional data that may become available after the End-of-Year Conference.

When completing the Summary Rating Form, the appraiser will:

- Give a rating for each indicator contained in the standards.
- Make a written comment on any indicator marked Not Demonstrated/Needs Improvement and for any indicator marked Distinguished.
- Give an overall rating for each standard based on the indicator ratings but only if required by the local district.
- Provide the principal with the opportunity to add comments and/or attach written comments to the Summary Rating Form.

Following the End-of-Year Conference the appraiser should use the End-of-Year Goal Attainment form to indicate progress in achieving the established goals and provide a narrative of evidence of completion.

- The appraiser should use this form to include any relevant feedback and comments that will assist the principal and facilitate growth.
- If the principal desires to include comments, the appraiser will check the box below to indicate that comments are included and attached.

The Summary Rating form and the End-of Year Goal Attainment form comprise the Summative Annual Report which is shared with the principal following completion.

Additional information about the EOY conference and the Summative Annual Report is available in the participant's manual.

Professional Practice Goal:

Professional Practice Goal:

<input type="radio"/> Significantly Exceeded Expectations	<input type="radio"/> Exceeded Expectations	<input type="radio"/> Attained	<input type="radio"/> Progressing	<input type="radio"/> Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

Evidence of Completion:

Appraiser Comments:

Principal Comments Attached?

☐ Yes☐ No

Student Growth Goal:

Student Growth Goal (can span a period greater than one year):

<input type="radio"/> Significantly Exceeded Expectations	<input type="radio"/> Exceeded Expectations	<input type="radio"/> Attained	<input type="radio"/> Progressing	<input type="radio"/> Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.

Evidence of Completion:

Appraiser Comments:

Principal Comments Attached?

☐ Yes☐ No

Principal Signature:

Date:

Appraiser Signature:

Date:

Principal Record of Activities Form (Optional)

Instructions: The record of activities is an optional form intended to ensure the process for evaluating principals is followed according to district adopted policy.

- The appraiser and the principal will follow district approved processes for conducting the evaluation.
- Use this form to record and track each component or step of the evaluation process.

Principal Record of Activities	Date	Appraiser	Principal
Self-Assessment Form			
Beginning-of-Year Conference			
Beginning-of-Year Goal Setting Form			
Mid-Year Progress toward Goal Attainment Form			
End-of-Year Goal Attainment Form			
Observations/Performance Data Collection			
Evidence/ Artifacts Record and attach the artifact/evidence submitted (e.g., example of teacher performance plan, communication plan, etc.)			
End-of-Year Conference			
Summary Rating Form			
Principal Signature:		Date:	
Appraiser Signature:		Date:	

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

JOB DESCRIPTION

Position : Chief Financial Officer
Reports to : CEO
Job Type : Full Time
Work Hours : Normal School hours

Objective: The Chief Financial Officer is responsible for oversight of the School's financial management, accounting and reporting matters in order to; (1) maintain compliance with applicable Federal and State reporting and accountability requirements, (2) optimize availability, provision and sustainability of resources to School teachers and students, and (3) inform the Principal, Board and community stakeholders on matters pertinent to the School's financial position and results of operations on a timely and consistent basis. The position will also serve as chief administrator and/or advisor for matters involving business administration to include, as applicable, operations (construction, renovation, transportation, information technology, logistics, maintenance, custodial services), procurement services, and child nutrition programs in order to optimize availability, provision and sustainability of resources to School teachers and students.

POSITION QUALIFICATIONS:

- Bachelor's Degree from an accredited college or university with a concentration in a business-related curriculum (accounting, finance, business administration, etc.)
- Minimum of 5 years comparable experience as an officer, director or manager charged with oversight of financial management and business administration in mid-to-large size (\$25MM+ annual revenues) public or non-public organization(s), or 3 years or more experience as a Chief Financial Officer in public education preferred
- License as a Certified Public Accountant (CPA) preferred
- Experience in public education financial management preferred

DUTIES AND RESPONSIBILITIES:

- Maintain an open line of communication with the Board and the Principal
- Serve as liaison for the school in financial matters with external auditors, the State Department of Education, and Federal, State, and local government officials
- Maintain accounting and reporting system and corresponding records in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards
- Maintain payroll accounting systems in accordance with applicable laws and regulations
- Prepare and present financial reports annually and at other times as requested by the Principal and the Board
- Prepare and present monthly financial reports to the Board as required by applicable law(s) and Board policy
- Maintain appropriate internal controls for accounting and reporting, cash and inventory management and purchasing and procurement.
- Maintain sound protocol and processes for treasury (cash) management
- Maintain protocols for purchasing and contracting with the School

- Coordinate the preparation of an annual budget and any corresponding budget amendments
- Serve as chief administrator and/or advisor for matters involving business administration to include operations (construction, renovation, transportation, information technology, logistics, maintenance, custodial services), procurement services, child nutrition programs
- Assist the Principal in developing strategic objectives for the School
- Serve on the Principal's executive staff and various committees, as requested by the Principal
- Participate in community relation efforts; interpret the financial matters of the School to the community as needed and as directed by the Board and/or Principal
- Provide for staff development for employees involved with the financial accounting and reporting operations of the School
- Attend Board meetings and report to the Board as directed by the Principal
- Perform other duties as may be required from time to time by order of law, the Principal and/or the Board.
- Supervise and submit annual evaluations for finance and business office personnel, as applicable
- Perform assigned and unassigned actions ethically and in accordance with Federal, State, and local law(s), Board Policy

SKILLS AND ABILITIES:

- Extensive knowledge of Generally Accepted Accounting Principles and Governmental Accounting Standards
- Extensive knowledge of applicable Federal, State and Local laws, policies, rules and regulations pertinent to K12 education financial accounting and reporting
- Moderate understanding of State and Federal labor and employment law(s)
- Moderate understanding of employer payroll tax requirements and applicable regulations pertinent to employee benefits, tax forms, and related employee concerns
- Moderate understanding of government procurement practices
- Moderate understanding of contracts fundamentals and comfort in reviewing and presenting relevant contract terms and conditions
- Possess a high level of technical and analytical skill pertinent to financial management, accounting and reporting, and forecasting.
- Ability to effectively supervise, develop and evaluate assigned personnel
- Ability to communicate effectively in verbal and written form, and to present financial and non-financial information to the Principal, the Board, and community stakeholders in large public settings.
- Willingness and ability to work collaboratively with other District leaders toward accomplishment of School goals and objectives
- Willingness and ability to work effectively with the Principal and Board toward accomplishment of School goals and objectives
- Possess a high level of computer skills including Microsoft Office (Excel, Word, Outlook, PowerPoint) and accounting software

JOB DESCRIPTION

Position : Finance Support Specialist
Reports to : Chief Financial Officer
Job Type : Full Time
Work Hours : Normal School hours

Objective: Support CFO, Directors, managers, and coordinators in the Finance Department in order to help the department to function effectively.

POSITION QUALIFICATIONS:

- Bachelor's Degree from an accredited college or university or 5 years of experience in a similar field.
- One year of experience in similar field.

DUTIES AND RESPONSIBILITIES:

- Provide support for the Central Office Finance team.
- Update Payroll records entering changes in exemptions, insurance coverage, deductions, and other updates
- Answer employees' questions while maintaining employee confidence and protecting payroll operations by keeping information confidential.
- Provide support for sending out W-2s and 1099s.
- Data entry to Finance software
- Make copies, schedule events, etc.
- Perform other duties as assigned.

SKILLS AND ABILITIES:

- Ability to communicate effectively in both written and oral forms with all levels of management, both internal and external to the district.
- Ability to establish and maintain effective working relationships both internal and external to the district.
- Ability to organize special programs for Finance Department.
- Ability to use computer including software, database used by the district, spreadsheet and word processing software, calculator, copy machine and telephone.
- Ability to analyze data
- Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

- Light Work: may require occasional light lifting.
- Nights and weekend activities will be occasionally required.
- Position is in office setting and may involve prolonged work at a desk in one location.
- Excessive travel is required.

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

- Light Work: may require occasional light lifting.
- Nights and weekend activities may be necessary.
- Position is in office setting and may involve prolonged work at a desk in one location.
- Travel may be required.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

JOB DESCRIPTION

Position : Chief Operation Officer
Reports to : CEO
Job Type : Full Time
Work Hours : Normal School hours

Objective: Oversees the functioning of various campus and cluster office activities on a daily basis.

POSITION QUALIFICATIONS:

- Bachelor's Degree from an accredited four-year educational institution
- Minimum of 2 years administrative experience
- Principal certification is preferred.

DUTIES AND RESPONSIBILITIES:

- Supervise of School Operations Managers.
- Supervise of child nutrition programs.
- Oversee and assist campuses for getting ready for Texas Department of Agriculture Administrative Reviews of child nutrition programs.
- Supervise of Registrars.
- Oversee timely and accurately processing free/reduced lunch applications.
- Monitor campus attendance.
- Work to increase student enrollment, by driving the student recruitment effort.
- Responsible for student safety and implementing all necessary policies.
- Organize campus registration process.
- Oversee campuses getting ready for the Lottery
- Gather data for Civil Rights Data Collection (CRDC)
- Responsible for completing the calendar waiver and low attendance waiver submissions for school.
- Monitor DCATS (District/Campus Assignment Tracking Sheet) completion rates of the campuses.
- Supervise campus and cluster office asset management
- Assist with day-to-day operations of the cluster office

SKILLS AND ABILITIES:

- Ability to communicate effectively in both written and oral forms with all levels of management, both internal and external to the school.
- Ability to establish and maintain effective working relationships both internal and external to the school.
- Ability to organize special programs for the school.
- Ability to use computer including software, database used by the school, spreadsheet and word processing software, calculator, copy machine and telephone.
- Ability to analyze data

- Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

- Light Work: may require occasional light lifting.
- Nights and weekend activities will be occasionally required.
- Position is in office setting and may involve prolonged work at a desk in one location.
- Excessive travel is required.

JOB DESCRIPTION

Position : Operation Specialist
Reports to : Principal
Job Type : Full Time
Work Hours : Normal School hours

Objective: Operation Specialist will be responsible for coordinating all operational aspects of the school; school compliance with local, state, and federal reporting requirements; school administration meetings (business-related topics). Oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial advisor to the principal and the board. Operation Specialist must have an understanding of school accounting principles.

POSITION QUALIFICATIONS:

- Bachelor's Degree or higher from an accredited educational institution.
- Minimum of 2 years related experience in a school system

DUTIES AND RESPONSIBILITIES:

- Ensure that the principal is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.
- Collaborate with charter personnel to project student enrollments, staff needs, building and facility's needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Ensure policies established by federal and state law that apply to charter schools and local board policy in area of business operations are being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.

- Draft comprehensive annual financial report.
- Compile semi-annual financial reports for submission.
- Draft quarterly and final reports for all federal funds.
- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.
- Compile check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of finance office and hourly employees, if any, to maintain effectiveness.
- Perform other duties as assigned.
- Supervise and assess the performance of the business office personnel, if any.

SKILLS AND ABILITIES:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

- Maintain control in stressful situations.
- Travel may be required.
- Extended and irregular hours.

Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer						1
Chief Operating Officer						1
Other Central Office staff						1
Chief Technology Officer						1
Chief Talent Officer (HR)						1
Chief Communication Officer						1
Director of Child Nutrition						1
Director of Special Programs						2
Finance Support Specialist						2
Internal Auditor						1
Director of Operations						2
Info. Technology Coord.						2
Benefits Coordinator						2
HR Support Specialist						2
Total central office FTEs	1	1	1	1	1	21
Elementary School Campus Staff						
Principal	1	2	2	2	2	2
Asst. Principal	0	1	2	3	4	4
Special Programs Coordinator (SPED/504/Dyx/ESL>)	1	2	2	2	2	2
Instructional Coach	1	2	2	3	4	4
Interventionist	1	2	3	4	4	4

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Kindergarten Teacher	4	8	8	8	8	8
First Grade Teacher	4	8	8	8	8	8
Second Grade Teacher	4	8	8	8	8	8
Third Grade Teacher	0	4	8	8	8	8
Fourth Grade Teacher	0	0	4	8	8	8
Fifth Grade Teacher	0	0	0	4	8	8
Art Teacher	1	2	2	2	2	2
Music Teacher	0	0	1	2	2	2
PE and Health Teacher	1	2	2	2	2	2
Technology Applications Teacher	1	2	2	2	2	2
Science Teacher	0	0	1	2	2	2
Teachers, ESL/Bilingual	3	6	8	10	10	10
Teachers, Special Education	1	2	2	3	4	4
Counselors	1	2	2	2	2	2
Teacher Aid	2	5	6	7	8	8
Operation Specialist	1	2	2	2	2	2
PEIMS Coordinator	1	2	2	2	2	2
Secretary	1	2	2	3	4	4
Medical Assistant	1	2	2	2	2	2
Librarian Aid	1	2	2	2	2	2
IT Specialist	0	0	1	2	2	2
Total elementary FTEs	31	68	84	102	112	112
Middle School Campus Staff						

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Principal	0	0	0	1	1	1
Asst. Principal	0	0	1	1	1	2
Special Programs Coordinator (SPED/504/Dyx/ESL>)	0	0	0	1	1	1
Instructional Coach	0	0	0	1	1	2
Interventionist	0	0	1	1	2	4
Teachers (separate line for each grade or core subject)						
ELA Teacher-6 th grade	0	0	1	1	3	3
ELA Teacher-7 th grade	0	0	0	1	1	3
ELA Teacher-8 th grade	0	0	0	0	1	3
Math Teacher-6 th Grade	0	0	1	1	3	3
Math Teacher-7 th Grade	0	0	0	1	1	3
Math Teacher-8 th Grade	0	0	0	0	1	3
Social Studies- Teacher-6 th grade	0	0	1	0.5	1	3
Social Studies- 7 th grade	0	0	0	0.5	1	1.
Social Studies-8 th grade	0	0	0	0	1	1
Science Teacher-6 th grade	0	0	1	0.5	1	1
Science Teacher-7 th grade	0	0	0	0.5	1	1
Science Teacher-8 th grade	0	0	0	0	1	1
Art Teacher 6-8	0	0	0	1	1	1
Music Teacher 6-8	0	0	0	0	1	1
Physical Education and Health Teacher 6-8	0	0	0	1	1	2
Technology Applications Teacher 6-8	0	0	0	1	1	1

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
STEM Teacher 7&8	0	0	0	1	2	1
LOTE Teacher 6-8	0	0	1	1	1	1
Teachers, ESL/Bilingual	0	0	0	2	4	4
Teachers, Special Education	0	0	0	1	1	4
Counselors	0	0	0	1	2	2
Teacher Aid	0	0	0	0	0	0
Operation Specialist	0	0	0	0	1	1
PEIMS Coordinator	0	0	0	0	1	1
Secretary	0	0	1	1	2	2
Medical Assistant	0	0	0	0	1	1
Librarian Aid	0	0	0	0	1	1
IT Specialist	0	0	0	0	1	1
Total middle school FTEs	0	0	8	21	43	51
High School Campus Staff						
Principal	0	0	0	0	0	1
Asst. Principal	0	0	0	0	1	2
Counselor	0	0	0	0	0	3
Special Programs Coordinator (SPED/504/Dyx/ESL>)	0	0	0	0	0	1
Instructional Coach	0	0	0	0	0	2
Interventionist	0	0	0	0	0	2
English 1	0	0	0	0	0.8	8
Electives (ELA)	0	0	0	0	0.2	3
Algebra 1	0	0	0	0	0.8	8

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Electives (Math)	0	0	0	0	0.2	3
Biology	0	0	0	0	0.8	2
Electives (Science)	0	0	0	0	0.2	2
World Geography/ AP Human Geography	0	0	0	0	0.8	2
Electives (Humanities)	0	0	0	0	0.2	2
Electives (Others)	0	0	0	0	1	8
Total high school FTEs	0	0	0	0	5	49
Total charter school staff	32	69	93	124	161	212
Teacher-student ratio	1:15	1:16	1:16	1:15	1:16	233

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the [Subchapter D](#) application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: CEO

Reports to: Board of Directors

Salary Range: 130,000 - 190,000

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.

Professional memberships, cell phone, travel, rental car allowance at the market value

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 288

In year five: 1,632

Minimum Qualifications Required:

Education Required: Master's degree required
Ph.D. preferred

Experience Required: Minimum five years or more management and administrative experience required.
Experience in school setting, student assessment, public relations, and community engagement. Formal leadership training 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
Harlandale ISD	015904	San Antonio	14,086	216,346
Lackland ISD	015913	San Antonio	1,076	174,014
Somerset ISD	015909	San Antonio	4,158	248,850

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
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9.
10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	85,991
Lackland ISD	015913	San Antonio	1,076	94,569
Somerset ISD	015909	San Antonio	4,158	83,180

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	70,569
Lackland ISD	015913	San Antonio	1,076	77,842
Somerset ISD	015909	San Antonio	4,158	65,932

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: Counselor

Reports to: Principal

Salary Range: 50,000 - 75,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 288

In year five: 1,632

Minimum Qualifications Required:

Education Required: Bachelor degree required

Experience Required: Education experience
Academic counseling 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
Harlandale ISD	015904	San Antonio	14,086	69,536
Lackland ISD	015913	San Antonio	1,076	74,760
Somerset ISD	015909	San Antonio	4,158	64,192

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
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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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	58,778
Lackland ISD	015913	San Antonio	1,076	65,829
Somerset ISD	015909	San Antonio	4,158	55,184

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: Instructional Specialist

Reports to: Principal

Salary Range: 48,000 - 65,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 288

In year five: 1,632

Minimum Qualifications Required:

Education Required: Bachelor's degree from an accredited college or university

Experience Required: Education experience
Academic instruction specialist (ELA & Math) preferred

Certification Required: Texas Teacher Certificate appropriate for level and subject area of assignment

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
Harlandale ISD	015904	San Antonio	14,086	58,778
Lackland ISD	015913	San Antonio	1,076	65,829
Somerset ISD	015909	San Antonio	4,158	55,184

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	86,272
Lackland ISD	015913	San Antonio	1,076	57,318
Somerset ISD	015909	San Antonio	4,158	63,218

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	58,778
Lackland ISD	015913	San Antonio	1,076	65,829
Somerset ISD	015909	San Antonio	4,158	55,184

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	56,657
Lackland ISD	015913	San Antonio	1,076	61,595
Somerset ISD	015909	San Antonio	4,158	56,124

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	69,419
Lackland ISD	015913	San Antonio	1,076	65,484
Somerset ISD	015909	San Antonio	4,158	62,408

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	56,657
Lackland ISD	015913	San Antonio	1,076	61,595
Somerset ISD	015909	San Antonio	4,158	56,124

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: ESL Teacher

Reports to: Assistant Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Plan, organize and provide instruction in English in the Core Curriculum Content Standards
2. Develop bilingual/ESL curricular documents & Instructional supporting materials
3. Implement/develop instructional plan/activities for academic growth of Bilingual/ESL students
4. Develop/deliver lesson plans utilizing a broad range of appropriate differentiated techniques
5. Provide a nurturing, supportive, and positive learning environment with high expectations
6. Compile/maintain/file all physical and computerized reports, records, other documents required
7. Plan/provide staff development for identifying/Instructing Bilingual/ESL students/enrich learning
8. Assist in training teachers on the ELPS (English Language Proficiency Standards)
9. Maintain a professional relationship with colleagues, students, parents, and community members
10. Be active to participate In faculty meetings and serve on staff committees as required

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	56,657
Lackland ISD	015913	San Antonio	1,076	61,595
Somerset ISD	015909	San Antonio	4,158	56,124

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: Gifted and Talented Teacher

Reports to: Special Programs Coordinator

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Support G/T students and guide their teachers continuously
2. Monitor G/T students' academic progress
3. Continually communicate with parents and keep them informed the regarding their kids' progress
4. Compile, maintain, submit the required data and documents to Special Programs Coordinator
5. Use technologies in the teaching/learning process.
6. Participate in professional development activities and staff meetings
7. Collaborate with Region service centers and other GT related organizations
8. Assist school Special Programs Coordinator in scheduling classes for special programs students
9. Meet with the Special Programs Coordinator regularly
10. Performs other job-related duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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="Harlandale ISD"/>	<input type="text" value="015904"/>	<input type="text" value="San Antonio"/>	<input type="text" value="14,086"/>	<input type="text" value="56,657"/>
<input type="text" value="Lackland ISD"/>	<input type="text" value="015913"/>	<input type="text" value="San Antonio"/>	<input type="text" value="1,076"/>	<input type="text" value="61,595"/>
<input type="text" value="Somerset ISD"/>	<input type="text" value="015909"/>	<input type="text" value="San Antonio"/>	<input type="text" value="4,158"/>	<input type="text" value="56,124"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	21,535
Lackland ISD	015913	San Antonio	1,076	24,166
Somerset ISD	015909	San Antonio	4,158	20,215

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: Secretary

Reports to: Principal

Salary Range: 25,000 - 35,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 288

In year five: 1,632

Minimum Qualifications Required:

Education Required: High School diploma required
Bachelor's degree preferred

Experience Required: Previous administrative experience preferred
Technical skill preferred like Proficiency in MicroSoft Office

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
Harlandale ISD	015904	San Antonio	14,086	28,503
Lackland ISD	015913	San Antonio	1,076	29,409
Somerset ISD	015909	San Antonio	4,158	29,239

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Royal Public Schools

Name of Sponsoring Entity:

The Royal School System

Position Title:

Medical Assistant

Reports to:

Assistant Principal

Salary Range:

25,000 - 40,000

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):

San Antonio, Bexar County

Number of Students anticipated in year one:

288

 In year five:

1,632

Minimum Qualifications Required:

Education Required:

High School diploma required
Bachelor's degree preferred

Experience Required:

Experience working with K-12 students

Certification Required:

IRN or LVN 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
Harlandale ISD	015904	San Antonio	14,086	35,302
Lackland ISD	015913	San Antonio	1,076	41,902
Somerset ISD	015909	San Antonio	4,158	35,224

Name of Proposed Charter School:

Royal Public Schools

Name of Sponsoring Entity:

The Royal School System

Position Title:

Medical Assistant

Reports to:

Assistant Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Assist to ensure school compliance with all health-related protocols and guidelines
2. Develop plans and provide for emergency nursing management for injuries/illness
3. Establish/implement effective procedures for mandatory screening programs of vision/hearing et
4. Assist to coordinate management system to administer medications to students at school
5. Establish,maintain/updates all immunization documentation and other student medical records
6. Assist to provide medical-related orientation and procedures to school staff as needed
7. Maintain good communication between the school, physicians, parents, and the community
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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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="Harlandale ISD"/>	<input type="text" value="015904"/>	<input type="text" value="San Antonio"/>	<input type="text" value="14,086"/>	<input type="text" value="57,998"/>
<input type="text" value="Lackland ISD"/>	<input type="text" value="015913"/>	<input type="text" value="San Antonio"/>	<input type="text" value="1,076"/>	<input type="text" value="65,635"/>
<input type="text" value="Somerset ISD"/>	<input type="text" value="015909"/>	<input type="text" value="San Antonio"/>	<input type="text" value="4,158"/>	<input type="text" value="53,520"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: IT Specialist/Technician

Reports to: Principal

Salary Range: 30,000 - 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): San Antonio, Bexar County

Number of Students anticipated in year one: 288

In year five: 1,632

Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: 1 year + Experiences in IT field 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
Harlandale ISD	015904	San Antonio	14,086	44,031
Lackland ISD	015913	San Antonio	1,076	38,405
Somerset ISD	015909	San Antonio	4,158	32,076

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	56,657
Lackland ISD	015913	San Antonio	1,076	61,595
Somerset ISD	015909	San Antonio	4,158	56,124

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	56,657
Lackland ISD	015913	San Antonio	1,076	61,595
Somerset ISD	015909	San Antonio	4,158	56,124

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	56,657
Lackland ISD	015913	San Antonio	1,076	61,595
Somerset ISD	015909	San Antonio	4,158	56,124

Name of Proposed Charter School:

Royal Public Schools

Name of Sponsoring Entity:

The Royal School System

Position Title: Music Teacher

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Design, write and use lesson plans that conform to the charters curriculum
2. Implement appropriate instructional and learning strategies, activities, materials and equipment
3. Design instructional activities by using data from student learning style assessments
4. Produce and oversee teacher aide and volunteer assignments
5. Help students assess and enhance their study methods and habits
6. Coordinate and manage extracurricular duties as assigned
7. Serve as an example for students, support mission of charter
8. Enhance learning and to aid in physical, social and emotional development of students
9. Enrich job skills through professional development activities
10. Create/maintain a professional relationship with colleagues, students, parents and community

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	53,605
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	53,464

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: Interventionist

Reports to: Assistant Principal

Salary Range: 45,000 - 65,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 288

In year five: 1,632

Minimum Qualifications Required:

Education Required: Bachelor degree required
An advanced degree/related field preferred

Experience Required: 2 years classroom experiences preferred

Certification Required: Teacher certification preferred or HQ

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
Harlandale ISD	015904	San Antonio	14,086	56,657
Lackland ISD	015913	San Antonio	1,076	61,595
Somerset ISD	015909	San Antonio	4,158	56,124

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	60,972
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	67,711

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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:	Bachelor's Degree required Concentration in a business-related curriculum (accounting, finance, business administration, etc.) including at least 9 semester hours in accounting preferred
Experience Required:	5 years of comparable experience as an officer, director or manager charged with oversight of financial management and business administration minimum of 3 years of experience as a Chief School Financial Officer preferred
Certification Required:	License as a Certified Public Accountant (CPA) preferred Current Chief School Finance Officer (CSFO) 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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	134,656
Somerset ISD	015909	San Antonio	4,158	119,180

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	91,824
Lackland ISD	015913	San Antonio	1,076	92,088
Somerset ISD	015909	San Antonio	4,158	55,361

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	71,118
Lackland ISD	015913	San Antonio	1,076	76,261
Somerset ISD	015909	San Antonio	4,158	80,487

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	N/A

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	86,272
Lackland ISD	015913	San Antonio	1,076	57,318
Somerset ISD	015909	San Antonio	4,158	63,218

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: Finance Support Specialist

Reports to: Chief Financial Officer

Salary Range: 50,000 - 80,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 288

In year five: 1,632

Minimum Qualifications Required:

Education Required: Bachelor's Degree or 5 years of experience in a similar field

Experience Required: One year of experience in similar field

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
Harlandale ISD	015904	San Antonio	14,086	86,272
Lackland ISD	015913	San Antonio	1,076	57,318
Somerset ISD	015909	San Antonio	4,158	63,218

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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.

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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	N/A

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position Title: Internal Auditor

Reports to: Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Develop an annual audit plan using appropriate risk-based methodology and submit it to CEO for approval
2. Implement the annual audit plan including any special tasks or projects requested by the CEO.
3. Maintain a professional audit staff with sufficient knowledge, skills, experience, and professional certifications
4. Evaluate and assess significant merging/consolidating functions
5. Issue periodic reports to the CEO summarizing results of audit activities
6. Keep the CEO informed of emerging trends and successful practices in internal auditing.
7. Provide a list of significant measurement goals and results to the CEO.
8. Assist in the investigation of significant suspected fraudulent activities within the organization
9. Allocate resources, set frequencies, select subjects, determine scopes of work, and apply the techniques required
10. Performs other duties as assigned

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	N/A

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	N/A

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	61,636
Somerset ISD	015909	San Antonio	4,158	103,525

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	44,031
Lackland ISD	015913	San Antonio	1,076	38,405
Somerset ISD	015909	San Antonio	4,158	32,076

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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="Harlandale ISD"/>	<input type="text" value="015904"/>	<input type="text" value="San Antonio"/>	<input type="text" value="14,086"/>	<input type="text" value="82,886"/>
<input type="text" value="Lackland ISD"/>	<input type="text" value="015913"/>	<input type="text" value="San Antonio"/>	<input type="text" value="1,076"/>	<input type="text" value="74,546"/>
<input type="text" value="Somerset ISD"/>	<input type="text" value="015909"/>	<input type="text" value="San Antonio"/>	<input type="text" value="4,158"/>	<input type="text" value="92,095"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	37,251

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

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
Harlandale ISD	015904	San Antonio	14,086	N/A
Lackland ISD	015913	San Antonio	1,076	N/A
Somerset ISD	015909	San Antonio	4,158	37,251

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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.

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

COPYRIGHT MATERIAL

5 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

Royal Public Schools Academic Calendar 2021-2022						
August/ Agosto (10 days)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
	First Day of the School/Primer día de la escuela					
	PD/ DP					
September/Septiembre (21)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17^	18
19	20	21	22	23	24	25
26	27	28	29	30		
	Labor Day/Día laboral					
	^ Progress Report Card					
October/Octubre (19)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sáb	Dom	Lun	Mar	Mié	Jue	Vie
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15*	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
	PD/ DP * Report Card/Boleta de calificaciones					
	Parent Student Teacher Goal Setting meeting					
	Reuniones de fijación de objetivos					
November/Noviembre (17)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19^	20
21	22	23	24	25	26	27
28	29	30				
	Thanksgiving					
	^ Progress Report Card/Boleta de calificaciones de progreso					
December/Diciembre (15)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21*	22	23	24	25
26	27	28	29	30	31	
	* Report Card/Boleta de calificaciones					
	Winter Break					
				180 School Days	Daily 450 min	
				16 Professional Development Days		
January/ Enero (18)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
	PD/ DP					
	MLK Day					
	First Day of the School/Primer día de la escuela					
February/Febrero (19)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
		1	2	3	4^	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
	Presidents' Day					
	^ Progress Report Card/Boleta de calificaciones de progreso					
March/Marzo (18)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sáb	Dom	Lun	Mar	Mié	Jue	Vie
		1	2	3	4*	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
	Spring Break/Vacaciones de Primavera					
	Parent Student Teacher Goal Setting meeting					
	Reuniones de fijación de objetivos					
	* Report Card/Boleta de calificaciones					
April/ Abril (20)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
3	4	5	6	7^	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
	^ Progress Report Card/Boleta de calificaciones de progreso					
	Bad Weather/Make-up day					
	Battle of Flowers					
	Mal tiempo/Día de maquillaje					
May/ Mayo (24)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3*	4
5						
	* Report Card/Boleta de calificaciones					
	Memorial Day					
				Yearly : 81000 min		
				Student Holidays		

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Royal Public Schools
Daily and weekly schedules for a teacher and a student

Daily-Weekly Schedule for K-5					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts
7:45-7:50	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements
7:50-8:05	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:05-8:15	Fluency First - Math Fluency	Fluency First - Math Fluency	Fluency First - Math Fluency	Fluency First - Math Fluency	Fluency First - Math Fluency
8:15-8:25	Fluency First - Reading Fluency	Fluency First - Reading Fluency	Fluency First - Reading Fluency	Fluency First - Reading Fluency	Fluency First - Reading Fluency
8:25-10:00	Literacy Block Reading Writing Workshop Phonics Royal Block-Blended Education PBL SEL Assessments	Literacy Block Reading Writing Workshop Phonics Royal Block-Blended Education PBL SEL Assessments	Literacy Block Reading Writing Workshop Phonics Royal Block-Blended Education PBL SEL Assessments	Literacy Block Reading Writing Workshop Phonics Royal Block-Blended Education PBL SEL Assessments	Literacy Block Reading Writing Workshop Phonics Royal Block-Blended Education PBL SEL Assessments
10:00-11:30	Math Block Whole Group & Small Group Activities Royal Block PBL SEL Assessments	Math Block Whole Group & Small Group Activities Royal Block PBL SEL Assessments	Math Block Whole Group & Small Group Activities Royal Block PBL SEL Assessments	Math Block Whole Group & Small Group Activities Royal Block PBL SEL Assessments	Math Block Whole Group & Small Group Activities Royal Block PBL SEL Assessments
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:00	PE	PE	PE	PE	PE
12:30	Science	Science	Science	Science	Science
1:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:00	Fine Arts	Fine Arts	STEM	STEM	Technology Ed.
2:45	READING to Success	READING to Success	READING to Success	READING to Success	READING to Success
3:05	Daily Closer	Daily Closer	Daily Closer	Daily Closer	Daily Closer
3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Daily-Weekly Schedule for Middle School					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts
7:45-7:50	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements	US and Texas Pledge , Moment of Silence & Morning Announcements
7:50-8:05	Math Fluency	Math Fluency	Math Fluency	Math Fluency	Math Fluency
8:05-8:15	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time
8:15-8:30	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency
8:35-10:00	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
10:00-11:30	Math Block	Math Block	Math Block	Math Block	Math Block
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45 PM	Science	Science	Science	Science	Science
12:45-1:30 PM	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:30-2:15	Fine Arts	Character Education	Technology Education	STEM	Fine Arts
2:15-3:00	PE	PE	PE	PE	PE
3:00-3:20	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time
3:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Weekly Schedule for High School					
	Monday	Tuesday	Wednesday	Thursday	Friday
	A day	B day	A day	B day	A day/B day
7:15	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts	School Doors open Breakfast starts
7:45-7:50	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements	The Pledge of Allegiance , Moment of Silence & Morning Announcements
7:50-8:10	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time	We are College bound- READING Time
8:15-9:45	Block 1	Block 5	Block 1	Block 5	Block 1/5
9:50-11:20	Block 2	Block 6	Block 2	Block 6	Block 2/6
11:25-11:55	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:30	Block 3	Block 7	Block 3	Block 7	Block 3/7
1:35 - 3:05	Block 4	Block 8	Block 4	Block 8	Block 4/8
3:05	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:10-4:00	Community based events, Academic & Athletic events, Tutorials, Teacher-Counselor-Student Meeting time				

Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and 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.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

ROYAL PUBLIC SCHOOLS

ADMISSION AND ENROLLMENT POLICY

It is the policy of Royal Public Schools (School) to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

Application Requirement

The School requires applicants to submit a complete application form in order to be considered for admission. During the start-up year, brand new campus application period starts on November 5th (beginning date) and ends on June 3rd (closing date). For the following years, the application period begins on January 5th (beginning date) and ends on March 15th (closing date). The CEO shall revise the beginning and closing date for the application window for each school year as needed.

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 of the School and satisfy any other admissions criteria specified in this policy. See Verification of Residency below.

Lottery Provisions

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 shall take place within 15 days after the closing date of the application period. The lottery will be conducted manually or via lottery selection software. The CEO or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the School. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Development of Waiting List

The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly-selected numbers will be used 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.

Admission Process of Returning Students

Returning students (students who currently attend the School and intend to return the next school year) are exempted from the lottery if they notify the School of their intent to return for the next school year by the deadline designated by the CEO or designee for the then-current school year.

Siblings Policy and Children of the School's Founders and Employees

Siblings of returning students currently enrolled at the School and who timely notify the School 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 the School'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

If a student applies to the School outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

Students with documented histories of a criminal offense and/or misconduct

As authorized by Education Code § 12.111(a)(6)(A), the School shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code.

Documents and Information Applicants are Required to Provide

Applicants must submit a completed application form to be considered for admission. The application form must be signed and dated by the parent(s). 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
- ☐ Applicant's current school and district names
- ☐ Applicant's parents' name and signature
- ☐ Whether the applicant has a sibling already admitted to or attending the School
- ☐ 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.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Reporting Transfer Students Pursuant to Civil Action 5281

Civil Action 5281 requires that the Texas Education Agency not approve student transfers where the effect of such transfers changes the majority or minority percentage of the school population by more than one percent in either the sending or receiving district.

The School complies with the requirements for reporting transfer students pursuant to Civil Action 5281 by using the student transfer system provided on the Texas Education Agency's website under PEIMS section.

Verification of Residency and Immunization Records for Enrollment

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, 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 the School, as described in the School's charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic boundaries of the School. 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

If, at any time, a student's or qualifying occupant's residence is in question, the School may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by the School with the following stipulation:

- 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.

Subsequently, within 60 days, at least two current documents, the School must be provided confirmation of residency from one or more of the following sources:

- 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.

The School may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

Adult Student Attendance Requirement for Continued Admission

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. The School may revoke, for the remainder of the school year, the enrollment of a person who has more than five (5) absences in a semester that are not excused under Education Code § 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on School grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, the school shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, the school may impose a behavior improvement plan.

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 the School 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 the School. The CEO shall follow **Exclusion of Students with Certain Histories**, above, in making such determination.

McKinney-Vento Policy Statement

“Homelessness” means lacking a fixed, regular, and adequate nighttime residence. The CEO or designee 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 the School until resolution of the dispute.

McKinney-Vento Compliance

The School shall strive to enroll and have attend, 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. The School shall review and revise policies which act as barriers to the enrollment of homeless children. In determining homelessness, the School shall give consideration to factors such as transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the School shall serve homeless children according to their best interests. In determining the best interest of a child, the School 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 the School 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. The School 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, the School shall immediately refer the child’s parent or legal guardian to the School’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 the School pending resolution of the dispute. The School 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 the School’s enrollment decision. The School

shall also refer the child, parent, or guardian to the homeless liaison, who shall conduct a dispute resolution process as expeditiously as possible.

Discrepancies in Student Name

The CEO or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the CEO or designee shall notify local law enforcement for a determination of whether the child has been reported as missing.

Food Allergy Information

The parent of each student enrolled at the School must complete a form provided by the School that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to the School to enable the School 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.

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.

The School may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

N/A

Attachment 29: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

N/A

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Royal Public School Start-up Plan		
Specific Task	Responsible Personnel	Timeline
Creation of Start-up year TEAM		
CEO will hire and create a team who are going to work on the start-up Tasks	CEO	Sep-20
Review the below timeline and make the necessary adjustments and improvements with the team	CEO	Sep-20
Student Recruitment & Enrollment		
Student Recruitment plan, setting monthly goals	CEO, Principal, and Team	October
Marketing Materials design and translation	CEO, Principal, and Team	October-December 2020
Printing Marketing Materials	CEO, Principal, and Team	October-December 2020
Update of the School Website	CEO, Principal, and Team	October-December 2020
Attend the Community Events	CEO, Principal, and Team	October 2020-August2021
<i>Application, Lottery, and Enrollment</i>		
Creating of the enrollment form and translation to other languages	CEO, Principal, and Team	October-December 2020
Printing of the Enrollment forms	CEO, Principal, and Team	January 2021
Publishing of the Enrollment forms form the school website	CEO, Principal, and Team	Nov-Dec 2020
Decide the locations for community events	CEO, Principal, and Team	Oct 2020-Aug 2021
Start the School information meetings	CEO, Principal, and Team	Oct 2020-Aug 2021
Creation and translation of the Application form	CEO, Principal, and Team	Jan 2021-March 2021
Determination of the lottery protocol	CEO, Principal, and Team	February 2021
Advertise lottery place, time on the school website, local newspaper and social media	CEO, Principal, and Team	February 2021
Actual lottery	CEO, Principal, and Team	June 2021
Announcement of the lottery results	CEO, Principal, and Team	June 2021
Communication with winners and waiting list parents and enrollment	CEO, Principal, and Team	June 2021

Planning of the activities with the winner and waiting list parents	CEO, Principal, and Team	May 2021
Starting home visits for all parents	CEO, Principal, and Team	June 2021
Requesting Student documents from previous schools via TRex	CEO, Principal, and Team	June 2021
<i>Facility</i>		
Negotiation for lease	CEO, Principal, and Team	November 2020
Review of the Lease draft by legal counsel	CEO, Principal, and Team	November 2020
Review of the Lease final draft by School Board	CEO, Principal, and Team	November 2020
Lease agreement signed	CEO, Principal, and Team	May 2021
If needed- Plan for Renovations	CEO, Principal, and Team	January 2021
Purchasing list for classroom furniture	CEO, Principal, and Team	April 2021
Fire Inspection and certificate of occupancy	CEO, Principal, and Team	June 2021
Develop a School Safety Plan	CEO, Principal, and Team	June 2021
<i>Governing Board</i>		
Development, Review, and Approval of the school policies	CEO, Principal, and Team	November 2020
Board members roles, responsibilities, goals relationship, and board training	CEO, Principal, and Team	November 2020
Board communication protocol development	CEO, Principal, and Team	November 2020
Draft board policies & financial handbook	CEO, Principal, and Team	November 2020
Purchasing Directors and officers liability insurance for board	CEO, Principal, and Team	June 2021
Board calendar	CEO, Principal, and Team	October 2020
Board will define Board meeting dates and times and posting	CEO, Principal, and Team	October 2020
<i>Fundraising and Grants</i>		
Fundraising plan	CEO, Principal, and Team	October 2020
Grant search, and application plan	CEO, Principal, and Team	October 2020 - July 2021

<i>Curriculum , Instruction , Assessment</i>		
The hiring of the teachers and consultants (if necessary) for development of the scope and sequence document for each subject and grade level	CEO, Principal, and Team	November 2020-July 2021
Hire any necessary curriculum consultants for areas of need	CEO, Principal, and Team	November 2020-July 2021
Scope and sequence document development for all subjects	CEO, Principal, and Team	November 2020-July 2021
Development of the daily lesson plans and assessments	CEO, Principal, and Team	November 2020-July 2021
Arrange for purchase of textbooks, workbooks, etc.	CEO, Principal, and Team	
Review of the assessment plan based on the charter application and revision of it (if necessary)	CEO, Principal, and Team	November 2020-July 2021
Purchasing of all Curriculum, Instruction, Assessment, and teacher development materials	CEO, Principal, and Team	November 2020-July 2021
Assessment timeline	CEO, Principal, and Team	
Create diagnostic assessments for all incoming scholars	CEO, Principal, and Team	
Develop classroom protocol and procedures	CEO, Principal, and Team	November 2020-July 2021
Design a sample classroom for prospective parents, teacher candidates, and students.	CEO, Principal, and Team	
Recruitment and hiring of the Certified/HQ Teachers	CEO, Principal, and Team	November 2020-July 2021
Creating a Special education population list from Enrolled students	CEO, Principal, and Team	June 2021
Request IEP records of the Enrolled students	CEO, Principal, and Team	June 2021
Review of the existing FIE and ARDs	CEO, Principal, and Team	June 2021
Plan for the special populations	CEO, Principal, and Team	May 2021
Bidding for contracted related service providers	CEO, Principal, and Team	May 2021
Signing an agreement with contracted service providers	CEO, Principal, and Team	June 2021
Preparing the final copy of the Student handbook, discipline policy for board approval	CEO, Principal, and Team	April 2021

Review and approve of the school calendar	CEO, Principal, and Team	November - December 2020
Final daily schedule	CEO, Principal, and Team	January 2021
Development of the communication plan	CEO, Principal, and Team	October-November 2020
Develop of the family engagement plan and schedule	CEO, Principal, and Team	October-November 2020
Approve of the financial policies for daily operations	CEO, Principal, and Team	October-November 2020
Approval of the check signers	CEO, Principal, and Team	October-November 2020
Approval of the check writers	CEO, Principal, and Team	October-November 2020
Creation of the financial reporting templates and policy	CEO, Principal, and Team	October-November 2020
Design all processing forms (POs, expenses)	CEO, Principal, and Team	October-November 2020
Plan, Develop and approve of the segregation of funds policy	CEO, Principal, and Team	October-November 2020
Payroll provider and process	CEO, Principal, and Team	October-November 2020
financial reporting structures for Board	CEO, Principal and Team	October-November 2020
Approve Financial policy manual	CEO, Principal and Team	October 2020
Set up of the bank accounts	CEO, Principal and Team	October-November 2020
Develop, finalize and approval of the employee handbook	CEO, Principal and Team	October-November 2020
Create recruitment marketing materials and recruitment plan	CEO, Principal and Team	October-November 2020
Review and decide benefits providers	CEO, Principal and Team	October 2020
Finalization of the compensation and benefits manual	CEO, Principal and Team	November 2020-July 2021
Hire Operations Specialist	CEO, Principal and Team	November 2020-July 2021
Interview guide and plan for recruitment	CEO, Principal and Team	November 2020-July 2021
Creation of the At-will Agreements	CEO, Principal and Team	November 2020-July 2021
Development of the detail PD plan and schedule	CEO, Principal and Team	November 2020-July 2021

Develop background checks procedure	CEO, Principal and Team	November 2020-July 2021
Create form letters for application steps (app receipt, decline note,	CEO, Principal and Team	November 2020-July 2021
salary/benefits one-pager	CEO, Principal and Team	November 2020-July 2021
Finalize staff handbook	CEO, Principal and Team	November 2020-July 2021
Approve staff handbook	CEO, Principal and Team	November 2020-July 2021
Create forms for employee information / record keeping	CEO, Principal and Team	November 2020-July 2021
Have to staff complete employee information forms	CEO, Principal and Team	November 2020-July 2021
Hold summer professional development	CEO, Principal and Team	November 2020-July 2021
<i>School Operation -Food Service, Health ,Safety, Technology</i>		
Create an RFP for food services	CEO, Principal and Team	March 2021
Review the proposals and announce the winner	CEO, Principal and Team	April 2021
Create a contract	CEO, Principal and Team	April 2021
Approval and signing of the contract	CEO, Principal and Team	May 2021
Plan for Child nutrition program	CEO, Principal and Team	March 2021
Hiring a lunch clerk and attending required training	CEO, Principal and Team	May 2021
Decision and Purchasing of the POS system for lunch and CNP documentation	CEO, Principal and Team	May 2021
Creating a purchasing list for nurse room	CEO, Principal and Team	May 2021
Student health record-keeping process and forms	CEO, Principal and Team	June 2021
Collecting the medical forms from parents	CEO, Principal and Team	June 2021
Safety procedures and posting them in each room	CEO, Principal and Team	June 2021
Select and lease the School copiers	CEO, Principal and Team	May 2021
Finalize Student Handbook	CEO, Principal and Team	March 2021

Translate the Student Handbook	CEO, Principal and Team	March 2021
Approval of the final draft of the Student Handbook	CEO, Principal and Team	April 2021
Print and Distribute handbook to parents	CEO, Principal and Team	May-July 2021
Getting the nonprofit mailing status and price from the post office	CEO, Principal and Team	May 2021
Purchasing the school visitor background check system	CEO, Principal and Team	June 2021
Selection of the Internet provider	CEO, Principal and Team	April 2021
Selection of the phone provider and setup	CEO, Principal and Team	April 2021
Set up phone and answering systems	CEO, Principal and Team	April 2021
purchase staff and classroom technology	CEO, Principal and Team	April 2021
Creating a filing system and Archive system for all school-related information	CEO, Principal and Team	April 2021
Student attendance reporting system	CEO, Principal and Team	April 2021
Purchasing the School related software	CEO, Principal and Team	May 2021
RFP for School Cleaning and maintenance services	CEO, Principal and Team	March 2021
Purchasing restroom supplies, cleaning products	CEO, Principal and Team	June 2021
Purchasing PE equipment	CEO, Principal and Team	May 2021
Purchase office supplies	CEO, Principal and Team	October 2020-August 2021

Attachment 31: Financial Plan Workbook

Using the template provided on the [Subchapter D](#) application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy: print a hard copy of **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 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 school is projecting.

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 the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, 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.

ROYAL PUBLIC SCHOOLS

FINANCIAL PLAN WORKBOOK SUMMARY

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue

	\$ 2,592,203	\$ 6,117,598	\$ 8,748,166	\$ 11,372,615	\$ 14,898,126
	\$ 260,640	\$ 615,110	\$ 879,608	\$ 1,143,490	\$ 1,497,972
\$ 1,000,000	\$ 1,050,000	\$ 1,050,000	\$ 1,050,000	\$ 1,050,000	\$ 1,050,000
\$ 1,000,000	\$ 3,902,843	\$ 7,782,709	\$ 10,677,773	\$ 13,566,106	\$ 17,446,098

TOTAL REVENUE**EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs
Total Instructional Personnel Costs
Total Non-Instructional Personnel Costs
Total Payroll Taxes and Benefits

\$ 184,800	\$ 400,000	\$ 738,000	\$ 945,563	\$ 1,173,443	\$ 1,574,021
\$ 75,900	\$ 1,297,000	\$ 2,915,100	\$ 4,134,209	\$ 5,765,410	\$ 7,614,327
\$ -	\$ 115,000	\$ 235,750	\$ 294,175	\$ 353,640	\$ 541,070
\$ 33,422	\$ 232,298	\$ 498,551	\$ 688,940	\$ 934,898	\$ 1,247,311
\$ 294,122	\$ 2,044,298	\$ 4,387,401	\$ 6,062,887	\$ 8,227,391	\$ 10,976,730

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

\$ 34,000	\$ 166,000	\$ 295,460	\$ 398,033	\$ 506,232	\$ 638,756
\$ 500,000	\$ 306,070	\$ 710,725	\$ 1,013,577	\$ 1,316,210	\$ 1,722,334
\$ 57,000	\$ 584,722	\$ 759,239	\$ 908,313	\$ 1,065,502	\$ 1,259,560
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 591,000	\$ 1,056,792	\$ 1,765,424	\$ 2,319,923	\$ 2,887,944	\$ 3,620,651

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES**

\$ 885,122	\$ 3,101,090	\$ 6,152,824	\$ 8,382,810	\$ 11,115,335	\$ 14,597,380
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NET OPERATING INCOME (before depreciation)

\$ 114,878	\$ 801,752	\$ 1,629,884	\$ 2,294,963	\$ 2,450,770	\$ 2,848,718
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STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	288	672	960	1,248	1,632
	\$ 13,552	\$ 11,581	\$ 11,123	\$ 10,870	\$ 10,690
	\$ 10,768	\$ 9,156	\$ 8,732	\$ 8,907	\$ 8,944

New Charter School Application Financial Plan Workbook

Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget, Financial Plan Workbook Summary, SOF, and Payment Formula Example**. All other tabs are GREEN data entry tabs.
- 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.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for its startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its 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 the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.
- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. 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, then 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 the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transportation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
****PLEASE NOTE** - Before selecting a category, be sure to review the Budget tab to see where each category falls in terms of the Personnel section.**
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

ROYAL PUBLIC SCHOOLS

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	SONER TARIM	
Contact Email:	sonertarim@gmail.com	
Contact Phone:	832-641-5588	
Start-Up (Year 0) Fiscal Year End:	2021	Enter the 4-digit year (XXXX)
Year One Fiscal Year End:	2022	Enter the 4-digit year (XXXX)
Fiscal Year End Date:	August 31	Select date
Total School Year Minutes:	81,000	Enter the number of minutes (e.g., 75,600)

ROYAL PUBLIC SCHOOLS

ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)					
Kindergarten	96.00	192.00	192.00	192.00	192.00
1st Grade	96.00	192.00	192.00	192.00	192.00
2nd Grade	96.00	192.00	192.00	192.00	192.00
3rd Grade		96.00	192.00	192.00	192.00
4th Grade			96.00	192.00	192.00
5th Grade			-	96.00	192.00
6th Grade			96.00	96.00	192.00
7th Grade				96.00	96.00
8th Grade					96.00
9th Grade					96.00
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	288.00	672.00	960.00	1,248.00	1,632.00
Total Number of High School Students Enrolled	-	-	-	-	96.00
Average Daily Attendance (ADA) %	95%	96%	96%	96%	96%
Average Daily Attendance (ADA)	273.60	645.12	921.60	1,198.08	1,566.72
Percent change YOY		136%	43%	30%	31%

STUDENT POPULATION

	Data for the following fiscal years must be based on reasonable estimates and projections.									
Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	13.00	-	28.00	-	42.00	-	53.00	-	65.00	-
Number Enrolled in Resource Room	10.00	-	23.00	-	34.00	-	44.00	-	60.00	-
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	6.00	-	17.00	-	25.00	-	38.00	-	49.00	-
Special Education Student Count (SPED)	29.00	-	68.00	-	101.00	-	135.00	-	174.00	-
Special Education Student Count %	10.07%		10.12%		10.52%		10.82%		10.66%	
Percent change YOY			134%	0%	49%	0%	34%	0%	29%	0%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class	-	-								22.00
Number Enrolled in Two-hour Class		-								20.00
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	-	-	-	-	-	-	-	-	-	42.00
% of Career & Technology Students										2.57%
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled	24.00	55.00	78.00	100.00	132.00
% of Gifted and Talented Students Enrolled	8.33%	8.18%	8.13%	8.01%	8.09%
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	66.00	152.00	220.00	285.00	373.00
% of Students Enrolled in Bilingual/ESL	22.92%	22.62%	22.92%	22.84%	22.86%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	236.00	551.00	787.00	1,023.00	1,338.00
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TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	-	-	-	-	-
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

PERSONNEL

[illegible]

ROYAL PUBLIC SCHOOLS **REVENUE AND EXPENSE ASSUMPTIONS**

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0 2021	Year 1 2022	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026		
Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.										
REVENUE										
TOTAL STATE REVENUES		2,592,203			136.00%	43.00%	30.00%	31.00%		
TOTAL FEDERAL REVENUES		260,640			136.00%	43.00%	30.00%	31.00%		Entitlements+ IDEA (\$905/student)
TOTAL LOCAL & OTHER REVENUES	1,000,000	1,050,000								\$1,050,000 will be donated for Year-1
TOTAL REVENUE	\$ 1,000,000	\$ 3,902,843								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	99,000	150,000							CEO Salary	
Instructional Management	59,400	90,000							Principal	
Deans, Directors & Coordinators	-	65,000								
CFO / Director of Finance	-	-								
Operation / Business Manager	-	55,000								
Administrative Staff	26,400	40,000							Secretary	
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 184,800	\$ 400,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	36,300	825,000							2 teachers will be hired 4 months before school opening	
Teachers - SPED	-	58,000								
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	-	174,000								
Aides	-	60,000								
Therapists & Counselors	39,600	60,000							Counselor	
Other - Instructional	-	120,000								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 75,900	\$ 1,297,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	35,000								
Librarian	-	35,000								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	45,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 115,000								
TOTAL PERSONNEL EXPENSES	\$ 260,700	\$ 1,812,000								
PAYROLL TAXES AND BENEFITS										
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Medicare	3,780	26,274	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	1,486	10,328	0.57%	0.57%	0.57%	0.57%	0.57%	0.57%		
Worker's Compensation Insurance	7,039	48,924	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%		
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	13,556	94,224	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%		
Dental Insurance	782	5,436	0.30%	0.30%	0.30%	0.30%	0.30%	0.30%		
Vision Insurance	521	3,624	0.20%	0.20%	0.20%	0.20%	0.20%	0.20%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	6,257	43,488	2.40%	2.40%	2.40%	2.40%	2.40%	2.40%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ 33,422	\$ 232,298								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 294,122	\$ 2,044,298								

ROYAL PUBLIC SCHOOLS
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
	Enter the % change below for which the amount entered in column F should change each year.									
CONTRACTED SERVICES										
Accounting / Audit	15,000	35,000			10.00%	10.00%	10.00%	10.00%		
Legal	10,000	20,000			15.00%	20.00%	20.00%	10.00%		
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	-			0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	-	5,000			20.00%	10.00%	10.00%	10.00%		
Payroll Services	9,000	36,000			136.00%	43.00%	31.00%	30.00%		
Special Ed Services	-	50,000			136.00%	43.00%	31.00%	30.00%		
Titlment Services (i.e. Title I)	-	20,000			25.00%	25.00%	25.00%	25.00%		
Custom Contracted Services #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #2	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	\$ 34,000	\$ 166,000								
SCHOOL OPERATIONS										
Board Expenses	2,000	10,000			20.00%	20.00%	20.00%	20.00%		Board Training and Retreat
Classroom / Teaching Supplies & Materials	-	13,200			136.00%	43.00%	30.00%	31.00%		\$900/classroom + 200 per teacher
Special Ed Supplies & Materials	-	8,400			136.00%	43.00%	30.00%	31.00%		\$300 per student
Textbooks / Workbooks	-	28,800			136.00%	43.00%	30.00%	31.00%		\$100/students
Supplies & Materials other	-	9,600			136.00%	43.00%	30.00%	31.00%		\$300/staff
Equipment / Furniture	250,000	50,000			136.00%	43.00%	30.00%	31.00%	FF&E for all classrooms	\$200/mo
Telephone	3,000	12,000			136.00%	43.00%	30.00%	31.00%	Chromebooks for all and smart boards	\$62.5 per student
Technology	150,000	50,000			136.00%	43.00%	30.00%	31.00%		For Sp. Ed. Student who had IEP requires it
Student Testing & Assessment	-	18,000			136.00%	43.00%	30.00%	31.00%		Sp. Ed students with IEP
Field Trips	-	12,000			136.00%	43.00%	30.00%	31.00%		\$20 per student
Transportation (student)	-	10,170			136.00%	43.00%	30.00%	31.00%		\$30/student
Student Services - other	-	5,760			136.00%	43.00%	30.00%	31.00%		
Office Expense	-	8,640			136.00%	43.00%	30.00%	31.00%		
Staff Development	30,000	15,000			136.00%	43.00%	30.00%	31.00%		
Staff Recruitment	15,000	10,000			136.00%	43.00%	30.00%	31.00%		
Student Recruitment / Marketing	40,000	20,000			136.00%	43.00%	30.00%	31.00%		
School Meals / Lunch	-	12,000			136.00%	43.00%	30.00%	31.00%		we anticipate to loose this amount
Travel (Staff)	10,000	7,500			136.00%	43.00%	30.00%	31.00%		
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	5,000			136.00%	43.00%	30.00%	31.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	\$ 500,000	\$ 306,070								
FACILITY OPERATION & MAINTENANCE										
Insurance	15,000	28,722			30.00%	20.00%	10.00%	10.00%		
Janitorial Services	6,000	60,000			30.00%	30.00%	30.00%	30.00%	\$500/mo	\$5,000/month
Building and Land Rent / Lease	24,000	350,000			5.00%	5.00%	5.00%	5.00%	\$2,000/mo temporary office lease	Per year lease payment
Repairs & Maintenance	-	20,000			10.00%	10.00%	10.00%	10.00%		
Security Services	-	12,000			20.00%	15.00%	10.00%	10.00%		\$1,000/mo high security alarm system
Utilities	12,000	90,000			136.00%	43.00%	31.00%	30.00%	\$1,000/mo	\$7,500 / mo
Internet	-	24,000			15.00%	15.00%	15.00%	15.00%		High speed fiber optic sytem
Custom Facilities Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 57,000	\$ 584,722								
RESERVES / CONTINGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	\$ 885,122	\$ 3,101,090								
NET OPERATING INCOME (before Depreciation)	\$ 114,878	\$ 801,752								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ 114,878	\$ 801,752								

ROYAL PUBLIC SCHOOLS

PROJECTED BUDGET / OPERATING PLAN

SUMMARY

Total Revenue	1,000,000	3,902,843	7,782,709	10,677,773	13,566,106	17,446,098
Total Expenses	885,122	3,101,090	6,152,824	8,382,810	11,115,335	14,597,380
Net Operating Income (before Depreciation)	114,878	801,752	1,629,884	2,294,963	2,450,770	2,848,718
Revenue Per Pupil		13,551.54	11,581.41	11,122.68	10,870.28	10,690.01
Expenses Per Pupil		10,767.68	9,155.99	8,732.09	8,906.52	8,944.47

REVENUE

TOTAL STATE REVENUES		2,592,203	6,117,598	8,748,166	11,372,615	14,898,126
TOTAL FEDERAL REVENUES		260,640	615,110	879,608	1,143,490	1,497,972
TOTAL LOCAL & OTHER REVENUES	\$ 1,000,000	1,050,000	1,050,000	1,050,000	1,050,000	1,050,000
TOTAL REVENUE	\$ 1,000,000	\$ 3,902,843	\$ 7,782,709	\$ 10,677,773	\$ 13,566,106	\$ 17,446,098

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	99,000	150,000	153,750	157,594	160,746	163,961
Instructional Management	59,400	90,000	184,500	189,113	289,342	295,129
Deans, Directors & Coordinators	-	65,000	205,000	357,213	434,013	672,238
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	55,000	112,750	115,569	117,880	180,357
Administrative Staff	26,400	40,000	82,000	126,075	171,462	262,337
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 184,800	\$ 400,000	\$ 738,000	\$ 945,563	\$ 1,173,443	\$ 1,574,021

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	36,300	825,000	1,916,750	2,831,434	3,772,164	5,290,460
Teachers - SPED	-	58,000	118,900	121,873	248,620	316,990
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	174,000	356,700	487,490	683,705	760,777
Aides	-	60,000	153,750	189,113	225,044	262,337
Therapists & Counselors	39,600	60,000	123,000	126,075	257,193	262,337
Other - Instructional	-	120,000	246,000	378,225	578,684	721,426
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 75,900	\$ 1,297,000	\$ 2,915,100	\$ 4,134,209	\$ 5,765,410	\$ 7,614,327

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	35,000	71,750	73,544	75,015	114,772
Librarian	-	35,000	71,750	73,544	75,015	114,772
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	45,000	92,250	147,088	203,611	311,525
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 115,000	\$ 235,750	\$ 294,175	\$ 353,640	\$ 541,070
TOTAL PERSONNEL EXPENSES	\$ 260,700	\$ 1,812,000	\$ 3,888,850	\$ 5,373,947	\$ 7,292,493	\$ 9,729,418

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	3,780	26,274	56,388	77,922	105,741	141,077
State Unemployment	1,486	10,328	22,166	30,631	41,567	55,458
Worker's Compensation Insurance	7,039	48,924	104,999	145,097	196,897	262,694
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	13,556	94,224	202,220	279,445	379,210	505,930
Dental Insurance	782	5,436	11,667	16,122	21,877	29,188
Vision Insurance	521	3,624	7,778	10,748	14,585	19,459
Life Insurance	-	-	-	-	-	-
Retirement Contribution	6,257	43,488	93,332	128,975	175,020	233,506
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 33,422	\$ 232,298	\$ 498,551	\$ 688,940	\$ 934,898	\$ 1,247,311
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 294,122	\$ 2,044,298	\$ 4,387,401	\$ 6,062,887	\$ 8,227,391	\$ 10,976,730
CONTRACTED SERVICES						
Accounting / Audit	15,000	35,000	38,500	42,350	46,585	51,244
Legal	10,000	20,000	23,000	27,600	33,120	36,432
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	5,000	6,000	6,600	7,260	7,986
Payroll Services	9,000	36,000	84,960	121,493	159,156	206,902
Special Ed Services	-	50,000	118,000	168,740	221,049	287,364
Titlement Services (i.e. Title I)	-	20,000	25,000	31,250	39,063	48,828
Custom Contracted Services #1	-	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	\$ 34,000	\$ 166,000	\$ 295,460	\$ 398,033	\$ 506,232	\$ 638,756

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
SCHOOL OPERATIONS						
Board Expenses	2,000	10,000	12,000	14,400	17,280	20,736
Classroom / Teaching Supplies & Materials	-	13,200	31,152	44,547	57,912	75,864
Special Ed Supplies & Materials	-	8,400	19,824	28,348	36,853	48,277
Textbooks / Workbooks	-	28,800	67,968	97,194	126,353	165,522
Supplies & Materials other	-	9,600	22,656	32,398	42,118	55,174
Equipment / Furniture	250,000	50,000	118,000	168,740	219,362	287,364
Telephone	3,000	12,000	28,320	40,498	52,647	68,967
Technology	150,000	50,000	118,000	168,740	219,362	287,364
Student Testing & Assessment	-	18,000	42,480	60,746	78,970	103,451
Field Trips	-	12,000	28,320	40,498	52,647	68,967
Transportation (student)	-	10,170	24,001	34,322	44,618	58,450
Student Services - other	-	5,760	13,594	19,439	25,271	33,104
Office Expense	-	8,640	20,390	29,158	37,906	49,657
Staff Development	30,000	15,000	35,400	50,622	65,809	86,209
Staff Recruitment	15,000	10,000	23,600	33,748	43,872	57,473
Student Recruitment / Marketing	40,000	20,000	47,200	67,496	87,745	114,946
School Meals / Lunch	-	12,000	28,320	40,498	52,647	68,967
Travel (Staff)	10,000	7,500	17,700	25,311	32,904	43,105
Fundraising	-	-	-	-	-	-
After School Program	-	5,000	11,800	16,874	21,936	28,736
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 500,000	\$ 306,070	\$ 710,725	\$ 1,013,577	\$ 1,316,210	\$ 1,722,334
FACILITY OPERATION & MAINTENANCE						
Insurance	15,000	28,722	37,339	44,806	49,287	54,216
Janitorial Services	6,000	60,000	78,000	101,400	131,820	171,366
Building and Land Rent / Lease	24,000	350,000	367,500	385,875	405,169	425,427
Repairs & Maintenance	-	20,000	22,000	24,200	26,620	29,282
Security Services	-	12,000	14,400	16,560	18,216	20,038
Utilities	12,000	90,000	212,400	303,732	397,889	517,256
Internet	-	24,000	27,600	31,740	36,501	41,976
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 57,000	\$ 584,722	\$ 759,239	\$ 908,313	\$ 1,065,502	\$ 1,259,560
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	\$ 885,122	\$ 3,101,090	\$ 6,152,824	\$ 8,382,810	\$ 11,115,335	\$ 14,597,380
NET OPERATING INCOME (before Depreciation)	\$ 114,878	\$ 801,752	\$ 1,629,884	\$ 2,294,963	\$ 2,450,770	\$ 2,848,718
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 114,878	\$ 801,752	\$ 1,629,884	\$ 2,294,963	\$ 2,450,770	\$ 2,848,718

ROYAL PUBLIC SCHOOLS

FINANCIAL PLAN WORKBOOK SUMMARY

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue

	\$ 2,592,203	\$ 6,117,598	\$ 8,748,166	\$ 11,372,615	\$ 14,898,126
	\$ 260,640	\$ 615,110	\$ 879,608	\$ 1,143,490	\$ 1,497,972
\$ 1,000,000	\$ 1,050,000	\$ 1,050,000	\$ 1,050,000	\$ 1,050,000	\$ 1,050,000
\$ 1,000,000	\$ 3,902,843	\$ 7,782,709	\$ 10,677,773	\$ 13,566,106	\$ 17,446,098

TOTAL REVENUE**EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs
Total Instructional Personnel Costs
Total Non-Instructional Personnel Costs
Total Payroll Taxes and Benefits

\$ 184,800	\$ 400,000	\$ 738,000	\$ 945,563	\$ 1,173,443	\$ 1,574,021
\$ 75,900	\$ 1,297,000	\$ 2,915,100	\$ 4,134,209	\$ 5,765,410	\$ 7,614,327
\$ -	\$ 115,000	\$ 235,750	\$ 294,175	\$ 353,640	\$ 541,070
\$ 33,422	\$ 232,298	\$ 498,551	\$ 688,940	\$ 934,898	\$ 1,247,311
\$ 294,122	\$ 2,044,298	\$ 4,387,401	\$ 6,062,887	\$ 8,227,391	\$ 10,976,730

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

\$ 34,000	\$ 166,000	\$ 295,460	\$ 398,033	\$ 506,232	\$ 638,756
\$ 500,000	\$ 306,070	\$ 710,725	\$ 1,013,577	\$ 1,316,210	\$ 1,722,334
\$ 57,000	\$ 584,722	\$ 759,239	\$ 908,313	\$ 1,065,502	\$ 1,259,560
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 591,000	\$ 1,056,792	\$ 1,765,424	\$ 2,319,923	\$ 2,887,944	\$ 3,620,651

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES**

\$ 885,122	\$ 3,101,090	\$ 6,152,824	\$ 8,382,810	\$ 11,115,335	\$ 14,597,380
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NET OPERATING INCOME (before depreciation)

\$ 114,878	\$ 801,752	\$ 1,629,884	\$ 2,294,963	\$ 2,450,770	\$ 2,848,718
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STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	288	672	960	1,248	1,632
	\$ 13,552	\$ 11,581	\$ 11,123	\$ 10,870	\$ 10,690
	\$ 10,768	\$ 9,156	\$ 8,732	\$ 8,907	\$ 8,944

ROYAL PUBLIC SCHOOLS

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		273.600
High School ADA	\$ 275	0.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.515
Resource Room (Code 41& 42)	3.0	4.527
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		5.041
Total Special Education Weighted FTE		16.153
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.10	5.700
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		268.559
Gifted & Talented Enrollment	0.12	13.680
State Compensatory Education Enrollment	0.20	236.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	62.700
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	431.457
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	\$ 447.180
District Basic Allotment (DBA)	7	\$ 5,102.00
Adjusted Basic Allotment (ABA)	7	\$ 5,390.00
Adjusted Allotment	7	\$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	\$ 0.057339

District Tax Rate Level 2 (DTR2)	12	\$	0.049003
2018-2019 State Average I&S Rate that limits spending to \$60 million	16	\$	0.060035
EDA Guaranteed Yield (GY)	16	\$	37.00
Level 1 Entitlement	12	\$	106.28
Level 2 Entitlement	12	\$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	\$	1,755,031
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	10,728
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	40,974
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	105,561
Mainstream	10	\$	40,974
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	146,535
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	\$	-
Advanced CTE Allotment	10	\$	-
22-Career and Technology Allotment (spend 58% of amount)	2	\$	-
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	\$	308,452
Pregnancy Related	11	\$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	308,452
Transportation Detail:	SOF pg		
Regular	9	\$	-
Special Education	9	\$	-
Career & Technology Education	9	\$	-
99-Transportation Allotment	2	\$	-
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	\$	2,261,721
TIER II	SOF pg		
Tier II Level 1	12	\$	262,931
Tier II Level 2	12	\$	67,551
TOTAL TIER II	3	\$	330,482
OTHER PROGRAMS			
Staff Salary Allotment	13	\$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilities Allotment	16	\$	-
TOTAL OTHER PROGRAMS	3	\$	-
	SOF pg		
TOTAL STATE AID	3	\$	2,592,203
Available School Fund (ASF)	3	\$	-
Foundation School Fund (FSF)	3	\$	2,592,203

ROYAL PUBLIC SCHOOLS

PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 2,592,203
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 2,592,203

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 215,153
October	11	9.1%	\$ 216,312
November	10	10.1%	\$ 218,235
December	9	11.1%	\$ 215,618
January	8	12.4%	\$ 214,134
February	7	14.4%	\$ 217,836
March	6	16.6%	\$ 214,956
April	5	19.9%	\$ 214,912
May	4	25.1%	\$ 217,127
June	3	33.2%	\$ 215,110
July	2	49.7%	\$ 215,107
August	1	100.0%	\$ 217,704
Total Payments			\$ 2,592,203

Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Budget Narrative for Royal Public Schools

The Royal Board committed to creating a fiscally sound budget. As seen in the Financial Plan Workbook (**Attachment 31**), Royal has a well-designed balanced budget for the first five years. Our budget was prepared based on decades of experience of operating academically and financially successful charter schools and opening multiple schools each year. Dr. Tarim, Royal finance committee, and the application team have been diligently in preparation for this financial workbook.

Royal will begin with 288 students in grades K-2. Then, we add one grade level in each succeeding year and increase our enrollment until we have a K-12 program. This gradual increase in grades served will allow us to preserve fidelity to our academic program as we build the financial strength of our school. We estimate a student body comprised of approximately 82% Economically disadvantaged students, 10% special education, and 22% ESL student populations.

We are very fortunate to have the local philanthropic support of the George W. Brackenridge Foundation, which pledged a \$2,000,000.00 grant, as well as Choose to Succeed, which has pledged a \$50,000.00 grant. Both of these grants will significantly help Royal to start financially strong and help continue to have a balanced budget in preceding years. Half of these funds will be spent during start-up year and the other half will be received after the first day of school.

The proposed budget is geared towards achieving high academic standards while ensuring financial sustainability for the proposed schools. The main source of funding for the proposed school will come from FSP state revenue and federal funds (i.e., entitlements). In year-1, total revenue will be \$3,902,843 based on an average daily attendance of 288 students receiving an average of \$13,552 for the proposed schools. Federal funds will be \$260,640 — this amount calculated based on \$680 per pupil for all entitlements and \$225 for IDEA enrollment. We anticipate losing around \$12,000 from the National Lunch Program reimbursements that are calculated based on 80% student participation.

Royal will use the pledged donation for its start-up expenses and actives. Our start-up cost will be \$885,122. This expenditure amount includes all furniture, technology items (such as Chromebook, SmartBoards, etc.), student advertisement, teacher recruitment, instructional supplies, and salaries for the school leadership team who will be handling the start-up activities.

The Superintendent/CEO will ultimately be responsible for the development of the school and the requisite start-up activities. Key full-time staff including a principal, office administrator, counselor, and two teachers, will be hired to assist in developing the school six to eight months prior to the school opening. These employees will play a crucial role in developing the school and providing logistical support. Job descriptions and salary ranges for these positions are listed

in Attachment 23. The total administrative cost is \$184,800. Additional 2 teachers will be hired at the cost of \$33,667 four months prior to the school opening and will assist with various start-up components that include, but are not limited to, student registration, meeting parents, and preparing academic programs.

Three board members have strong finance and accounting backgrounds. They will help guide Royal in the right direction academically and financially. Based on the current anticipated enrollment target, Royal does not foresee a deficit during the next five years. We also do not believe that waste and fraud will be an issue for this proposed school. Board of Directors understands that it is their fiduciary duty to uphold themselves and the school administration to the highest ethical standards to run the proposed school.

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, “The applicant has no documents in response to this attachment.”



GEORGE W. BRACKENRIDGE
— F O U N D A T I O N —

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Letter of Financial Support for Royal Public Schools

Dear Commissioner Morath and Dr. Ellis:

On behalf of the George W. Brackenridge board of trustees, it is with great pleasure that I provide this letter of financial support for Royal Public Schools, a proposed network of kindergarten through twelfth grade high-quality, open-enrollment charter schools in San Antonio. On December 16, 2019, the trustees voted to approve a \$2,000,000.00 grant to Royal Public Schools contingent on receiving a Generation 25 charter from the Texas Education Agency.

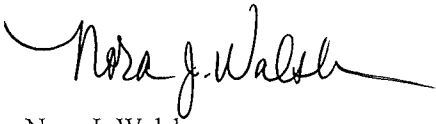
The relevant restrictions are:

- 1) Royal Public Schools must maintain its 501c3 status;
- 2) This grant is contingent on securing a Generation 25 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

As an ardent supporter of charter schools in our city, I know firsthand of the extensive waiting lists for quality seats. I also know of the deep frustrations shared by parents who desire quality school options for their children, but do not possess the means to pay for private education. Led by the highly capable Harmony Public Schools founder, Dr. Soner Tarim, I see a clear market for the kind of educational opportunities Royal Public Schools will provide.

Thank you for considering the application submitted by Royal Public Schools. I sincerely hope you see the benefit Royal will bring to San Antonio students and their families.

Sincerely,

A handwritten signature in black ink, reading "Nora J. Walsh". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Nora J. Walsh
Executive Director

cc: Dr. Kenneth Pascal, Board Chair, Royal Public Schools



CHOOSE *to* SUCCEED

January 16, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Commitment of Start-Up Funds to Royal Public Schools

Dear Commissioner Morath and Dr. Ellis:

Choose to Succeed is pleased to commit start-up funds in the amount of \$50,000.00 to Royal Public Schools. These funds will cover costs associated with the 2020-21 planning year as Royal Public Schools works toward opening its first campus in San Antonio in August 2021.

Relevant grant restrictions are:

- 1) Royal Public Schools must maintain its 501c3 status;
- 2) This grant is contingent on securing a Generation 25 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of Royal Public Schools. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Chip Haass, CEO

cc: Steve C. Lewis, Chairman

Heritage Charter Development, LLC

6044 GATEWAY EAST, SUITE 500, EL PASO, TEXAS 79905
915.598-6606 | FAX 915.598-6815

December 21, 2019

Royal Public Schools
Attn: Dr. Soner Tarim
700 N. St. Mary's Street
San Antonio Texas 78205

Re: Letter of Intent for RPS build to suit new elementary school campus, San Antonio, Texas

Dear Dr. Tarim,

Thank you for the opportunity to provide this proposal for a new ground up Royal Public School elementary school campus. We fully support your efforts to serve the students in the underserved south San Antonio area and are excited to be considered as the owner/developer for this worthy development. We are currently providing construction and development services for four other charter school districts and charter facility providers in the San Antonio market and we're uniquely positioned to offer you a very comprehensive and affordable "turn key" option in which we purchase the land, provide complete architectural and engineering permit ready plans, construct the complete campus including all integrated building components, furniture, fixtures, equipment, IT & security systems, include all necessary project financing, and lease the campus to Royal with the option to purchase at any time during the lease.

We understand you have several additional high quality charter facility developers also vying for your campus design/build project and this is totally understandable based on your long history of proven charter school success. Unlike any other new charter start up district in Texas, your extensive personal background in this field is the single most important factor we are considering in what we hope will be a very long relationship serving all of Royal's future growth. We are totally committed to helping you in every way possible with this first of hopefully many future campuses for the Royal charter system.

While we may not be as large as the other national developers you're working with, we believe our innovative facility delivery system will provide you the full range of location options, competitive total cost containment, high quality design, and flexibility closely tied to your program requirements including state of the art security, IT and gymnasium and playground options you've required. We are committed to work closely with your design team to maximize quality and minimize cost, resulting in a beautiful new campus completed on time and on budget with the option to purchase the campus in the future at a very reasonable cost.

Complete & final terms of this design/build/lease project are subject to mutual approval of the final land site selected, project design, approved total project budget and final lease terms.

A brief overview of salient factors are as follows:

Location & Land Acquisition Process: We've toured the south San Antonio market with you and your site selection team several times and identified numerous affordable and well located parcels which fit your criteria. It is fully anticipated Royal will have no difficulty selecting a appropriate site among the many choices available in the market. At your direction, we'll contract for purchase of the land subject to your final state approval, our thorough land due diligence process, and mutual approval of total project cost budgets. When all efforts are complete as described above, we'll close on the purchase of the land in preparation for commencement of construction.

Project Design & Budgeting Process: When the land site is under contract, we'll begin preliminary design and budgeting, working closely with you and your team to identify everything to be included in the project with detailed budgets in all categories to maintain consistency between your project design and cost throughout the entire design phase. Upon your final state charter approval, we'll finalize full permit ready plans and budgets in preparation for land closing and commencement of construction.

Lease Preparation, Misc. Lease Terms, Occupancy Cost, and Option to Purchase Terms: Upon your notice of our company's selection to develop this project and prior to final land site selection, we will immediately begin lease preparation with you and your attorneys, providing the first draft lease copy for review and continuing to revise all final terms of the lease as each phase and process of the project as described above are agreed and finalized including final site selection, project cost, permit plan approvals, etc. We have negotiated multiple Texas charter school leases and are totally familiar with all required terms needed for state compliance. For the first lease year (7-1-2021/6-30-2022), the base rent will be \$350,000.00 payable in monthly installments of \$29,167.00. Beginning in the second year and continuing through each year of the primary 15 year term, the monthly rent will be based upon an agreed amount tied to the combination of total project cost and agreed rate of return on Lessor total project cost, subject to annual, 2.5% inflation adjustments throughout each year of the primary term and any additional option years, as further defined in the final lease. At any time during the pendency of the lease, Lessee will have the option to purchase the property at a price to be determined and further described in a lease exhibit. The full purchase price will be set at an agreed percent above final project cost (approx. 12-15%) and adjusted annually based on length of time from initial lease commencement to date of Lessee's acquisition. Additionally, all misc. terms of sale including but not limited to closing costs, Lessee financing contingencies, etc. will be described in the option to purchase section of the lease.

Timetable: At this time, both parties understand all terms of this agreement are entirely subject to Royal's state approval timeline and subject to this preliminary time estimate by you, we'll schedule an appointment in the coming weeks to create an approved timeline, factoring in all of your required procedures during your final approval process.

Thank you for the opportunity to present this design/build/lease proposal for your consideration. We look forward to discussing in further detail whenever convenient and sincerely hope your charter application is approved by the state to serve south San Antonio students in a facility we are proud to develop by your side.

Please review all terms described herein and contact me to discuss in further detail. Regards

David Bingham

Attachment 34: Audit Report

Provide a copy of the sponsoring entity's 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 2) found at, http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/.

Audit reports are not required for organizations that are less than one year old or for 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, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

ROYAL PUBLIC SCHOOLS
(a nonprofit organization)
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2019 AND 2018

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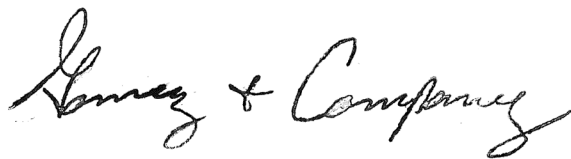
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ACCOUNTANT'S COMPILATION REPORT	1
FINANCIAL STATEMENTS	
Statement of Financial Position	2
Statement of Activities	3
Statement of Cash Flows	4

GOMEZ & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
5177 RICHMOND AVE. SUITE 1100
HOUSTON, TX 77056
TEL: (713) 666-5900
FAX: (713) 666-1049
<http://www.gomezandco.com>

To the Board of Directors
Royal Public Schools
Houston, Texas

Management is responsible for the accompanying financial statements of Royal Public Schools (a nonprofit organization), which comprise the statement of financial position as of August 31, 2019 and 2018 and the related statements of activities and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America. We have performed compilation engagements in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the financial statements nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on these financial statements.

Management has elected to omit substantially all the disclosures required by accounting principles generally accepted in the United States of America. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the Organization's financial position, changes in net assets, and cash flows. Accordingly, these financial statements are not designed for those who are not informed about such matters.



Houston, Texas
January 10, 2020

ROYAL PUBLIC SCHOOLS
STATEMENT OF FINANCIAL POSITION

As of August 31, 2019 and 2018

	2019	2018
<u>Assets</u>		
Current Assets		
Cash and cash equivalents	\$ 181,562.04	\$ 221,260.00
Accounts receivable	-	-
Prepaid expenses	-	-
Total current assets	181,562.04	221,260.00
Property and Equipment, net	-	-
Total Assets	\$ 181,562.04	\$ 221,260.00
<u>Liabilities and Net Assets</u>		
Current Liabilities		
Accounts payable	\$ -	\$ -
Accrued liabilities	-	-
Deferred revenue	-	-
Current portion of long-term debt	-	-
Total current liabilities	-	-
Long-Term Debt	-	-
Total Liabilities	-	-
Net Assets	-	-
Without Donor Restrictions	181,562.04	221,260.00
With Donor Restrictions	-	-
Total Net Assets	181,562.04	221,260.00
Total Liabilities and Net Assets	\$ 181,562.04	\$ 221,260.00

See accountant's compilation report

ROYAL PUBLIC SCHOOLS

STATEMENT OF ACTIVITIES

For the Years Ended August 31, 2019 and 2018

	Without Donor Restrictions	With Donor Restrictions	2019	2018
Revenue				
Local Support:				
Contributions	\$ -	\$ -	\$ -	\$ 221,260.00
Fund-raising activities	-	-	-	-
Interest and other income	-	-	-	-
Total local Support	-	-	-	221,260.00
State Program Revenues:				
Foundation School Program	-	-	-	-
Other State Aid	-	-	-	-
Total State program Revenues	-	-	-	-
Federal Program Revenues:				
ESEA Title I Part A	-	-	-	-
ESEA Title X	-	-	-	-
Child Nutrition	-	-	-	-
Total Federal Program Revenues	-	-	-	-
Net Assets released from restrictions:				
Restrictions satisfied by payments	-	-	-	-
 Total Revenues	 \$ -	 \$ -	 \$ -	 \$ 221,260.00
Expenses				
Program Services:				
Instruction & Instructional-Related Services	\$ -	\$ -	\$ -	\$ -
Instructional and School Leadership	-	-	-	-
Support Services:				
Administrative Support Services	39,697.96	-	39,697.96	-
Ancillary Services	-	-	-	-
Support Services-Non Student Based	-	-	-	-
Support Services-Student(Pupil)	-	-	-	-
Fund Raising	-	-	-	-
 Total Expenses	 39,697.96	 -	 39,697.96	 -
Changes in Net Assets	(39,697.96)	-	(39,697.96)	221,260.00
Net Assets, beginning of year	221,260.00		221,260.00	-
 Net Assets, ending of year	 \$ 181,562.04		 \$ 181,562.04	 \$ 221,260.00

See accountant's compilation report

ROYAL PUBLIC SCHOOLS **STATEMENT OF CASH FLOWS**

For the Year Ended August 31, 2019 and 2018

	2019	2018
Cash flows from operating activities		
Foundation School Program Payments	\$ -	\$ -
Grant payments	-	
Contributions and fund-raising activities	-	221,260.00
Miscellaneous sources	-	-
Payments to vendors for goods and services rendered	(39,697.96)	-
Interest payments	-	-
Net Cash provided by operating activities	(39,697.96)	221,260.00
Cash flows from investing activities:		
Purchase of land and building	-	-
Purchase of equipment	-	-
Net Cash provided by investing activities	-	-
Cash flows from financing activities:		
Issuance of long-term debt	-	-
Principal payments n long-term debt	-	-
Net cash provided by financial activities	-	-
Net increase in cash	(39,697.96)	221,260.00
Cash at the beginning of year	221,260.00	-
Cash at the end of year	\$ 181,562.04	\$ 221,260.00
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ (39,697.96)	\$ 221,260.00
Adjustments to reconcile change in net assets to net cash provided by oprating activities:		
Depreciation	-	-
(Increase) Decrese in assets		
Accounts receivable	-	-
Incesase(Decrease) in liabilities		
Accounts payable	-	-
Accrued liabilities	-	-
Net Cash provided by operating activities	\$ (39,697.96)	\$ 221,260.00

See accountant's compilation report

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2018, 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, 2018, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

Commercial no record found - NMI [E9_9_161084]

1 message

CommercialDisclosures@equifax.com <CommercialDisclosures@equifax.com>
To: starim@royaltx.org

Thu, Jan 16, 2020 at 8:00 AM

EQUIFAX COMMERCIAL INFORMATION SOLUTIONSPO Box 740249, Atlanta, Georgia 30374-0249
Fax # 888-826-0711

01/15/2020

THE ROYAL SCHOOL
2245 TEXAS DR STE 300
SUGAR LAND, TX 77479
Equifax Tracking# 657910
Attn: Owner

Dear Owner,

We have received your request for a copy of the credit report for your company. Please be advised that at this time, Equifax Commercial Information Solutions does not contain credit data for your company under that business name.

If you believe this information is incorrect, please provide us with additional information and documents of proof of the business name and current address so that we may further assist you. Documents to be submitted would include a current utility bill, IRS tax ID number, Secretary of State registration, local business license and Articles of Incorporation.

Thank you for the opportunity to serve you.

EQUIFAX COMMERCIAL INFORMATION SOLUTIONS
1-800-727-8495

(FORM 202)

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide 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.

8879-EO FORM

PAGE 581 = 1 PAGE

UNDER SECTION 6103(A) OF TITLE 26 OF THE
UNITED STATES CODE

1 PAGE HAS BEEN WITHHELD

990 FORM

PAGES 581 to 606 = 26 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

26 PAGES HAVE BEEN WITHHELD

Attachment 37: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Royal Public Schools

Estimated Insurance Program Cost

Coverage	
General Liability	TBD
General Aggregate	\$2,000,000
Each Occurrence	\$1,000,000
Medical Expense (Excludes Students)	\$5,000
Employee Benefits Liab. - Aggregate	\$2,000,000
Employee Benefits Liab. - Ea Claim	\$1,000,000
Self Insured Retention	\$1,000
Abuse/Molestation - Aggregate	\$2,000,000
Abuse/Molestation - Ea Conduct	\$1,000,000
Total Est. # of Students	288
Rate per Student	12.00
Total Est. Annual Premium	\$3,456.00
Workers Compensation	TBD
Workers Compensation	State Statutory
Employers Liability	\$1,000,000
Total Est. Payroll	\$2,000,000
Est. Rate per \$100 Payroll	\$0.80
Total Est. Annual Premium	\$16,000.00
Management Liability	TBD
Aggregate - All Lines	\$1,000,000
Educators Legal Liability	\$1,000,000
Employment Practices Liability	\$1,000,000
Est. Revenue	\$3,000,000
Est. # of Employees	22
Self Insured Retention Structure:	
ELL	\$10,000
EPL	\$10,000
Total Est. Annual Premium	\$6,500.00

Royal Public Schools

Estimated Insurance Program Cost

Coverage	
Student Accident - Base	TBD
Accident Medical	\$25,000
Self Insured Retention	\$0
Rate per Student	\$7.00
Total Est. Annual Premium	\$2,016.00
Student Accident - CAT	TBD
Accident Medical	\$6,000,000
Self Insured Retention	BASE Limit
Rate per Student	Minimum Premium
Total Est. Annual Premium	\$750.00
TOTAL EST. PROGRAM PREMIUM	\$28,722.00

OPTIONAL COVERAGE - IF BUILDING IS OWNED	
Commercial Property	TBD
Building	\$5,000,000
Business Personal Property	\$500,000
Business Income Incl Extra Exp	\$1,000,000
Total Insured Values	\$6,500,000
Deductible Structure:	
All Other Perils	\$10,000
Flood	\$50,000
Earth Movement	\$50,000
Wind/Hail	\$25,000
Named Storm	N/A
BI Incl EE	72 Hrs Waiting Period
Rate per \$100 Values	\$0.25
Total Est. Annual Premium	\$16,250.00

Royal Public Schools

Estimated Insurance Program Cost

Coverage
Descriptions:
Property policy provides coverage for damage or loss of your described property due to a covered cause of loss (i.e., fire, vandalism, hail, etc.).
Commercial General Liability policy provides coverage for damages and legal costs arising from business operations for which you are held legally responsible for bodily injury, property damage, or personal and advertising injury to a third party.
Employee Benefits Liability provides coverage to employers against claims brought by employees for negligent acts or omissions in the administration of the school's employee benefits programs.
Abuse & Molestation provides coverage against claims arising from physical and/or sexual abuse.
Business Auto policy provides coverage for damages and legal costs when your business is held legally responsible for bodily injury or property damage to a third party resulting from the ownership, maintenance or use of a covered auto covered autos.
Worker's Compensation policy provides coverage for all compensation and other benefits required of you by the workers compensation law or occupational disease law of any state listed in the policy without regard to fault.
Employers liability coverage protects you for your legal liability for bodily injury by accident or disease to an employee arising out of and in the course of the employee's employment when not covered under the workers compensation law. Under this coverage, the employee must prove you are liable for the injury.
Educators Legal Liability provides coverage for the insured for which the insured is legally obligated to pay the claim arising from a wrongful act in performance of educational services.
Employment Practices Liability provides coverage for the insured for which the insured is legally obligated to pay the claim arising from employment process.
Student Accident policy provides accident medical coverage for your students specifically for covered injuries sustained. The purpose of this coverage is to provide assistance to meet some of the expenses for accidental injury.

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: The Royal School System

Proposed Charter School Name: Royal Public Schools

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

JCP 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.

JCP 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

JCP 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

JCP 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 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

JCP 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

JCP 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

JCP 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: The Royal School System

Proposed Charter School Name: Royal Public Schools

VII. Admission and Enrollment

YCP 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.

YCP 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.

YCP 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.

YCP 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.

YCP 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)

YCP The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 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

YCP 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.

YCP 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: The Royal School System

Proposed Charter School Name: Royal Public Schools

Yes 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).

Yes 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

Yes 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

Yes 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

Yes 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.

Yes 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.

Yes 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

Yes 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: The Royal School System

Proposed Charter School Name: Royal Public Schools

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.

Kenneth Christopher Pascal
Printed Name of Sponsoring Entity Board Chair

Kenneth Christopher Pascal
Signature of Sponsoring Entity Board Chair

January 12, 2020
Date