

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: The School of Learning

Sponsoring Entity: The School of Learning, Inc.

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	
	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

Sections	Required Elements	Complete (yes/no)
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 Facility Not Identified 	YES
	Transportation	N/A
	Start-up Plan	
	Financial planning	
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	?
	Attachment 6: Published Notice(s) of Public Meetings	?
	Attachment 7: Sample Course Scope and Sequence	YES
	Attachment 8: Proposed Discipline Policy	YES
	Attachment 9: Evidence of Community Support	?
	Attachment 10: Bylaws	YES
	Attachment 11: Code of Ethics and Conflict of Interest Policy	YES

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 12: Board Member Résumés and Biographical Affidavits	YES
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	?
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	YES
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	N/A
	Attachment 16: Job Description or Qualifications for Superintendent	YES
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	N/A
	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
	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

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 27: Proposed Admissions and Enrollment Policy	YES
	Attachment 28: Certificate of Occupancy for Facility	N/A
	Attachment 29: Evidence that Facility Has Been Secured	N/A
	Attachment 30: Detailed Start-Up Plan	WORKING
	Attachment 31: Financial Plan Workbook	YES
	Attachment 32: Budget Narrative	
	Attachment 33: Evidence of Other Financial Support	
	Attachment 34: Audit Report	
	Attachment 35: Credit Report	YES
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	YES
	Attachment 37: Plan for Insurance Coverage	
Special Assurances	Special Assurances	YES
CMO Addendum	CMO Addendum (if applicable)	N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
The School of Learning Health and Mental Health Professions	
NAME OF SPONSORING ENTITY	
The School of Learning,	
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	Toccara J. Carter	Shenitra M. Davis	
Mailing address		4747 Butterfly Path Humble, Texas 77396	
Email address	robinson.toccara@gmail.com	shenitramdavis@yahoo.com	
Phone number	(713) 538-0553	(832) 704-0085	

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	PK to 8 Grade
Number of students served in Year 1	180
Grade levels served at capacity	K thru 8th
Number of students served at capacity	235
Number of campuses requested	One (1)
Number of districts within geographic boundary	3

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):
N/A
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:
The County is Harris and the general location is Humble TX.

III. GOVERNANCE/LEADERSHIP

Number of Board Members	Five (5)
Chairperson of the Governing Board	
Chief Executive Officer of the Sponsoring Entity	Shenitra M. Davis
Superintendent of Proposed Charter School	Shenitra M. Davis
Board Member Who Attended Applicant Conference	Shenitra M. Davis

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
Shenitra M. Davis	Assistant Principal	CEO/Founder

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Reba Hargo	Realtor/Pastor	Director
Natasha Frazier	Revenue Agent/Internal Revenue Service	Secretary
Toccare J. Carter	Wellness Coordinator	Member

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?	
BBN Empowerment Group	Yes <input checked="" type="checkbox"/>	No <input 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*)

Date

Printed Name

School Overview

Executive Summary

Welcome! Our school, The School of Learning, is a social and emotional learning community (SEL) that grooms young health and mental health professions. We are a social and emotional learning community that provides services to the “whole” student. We are a public school, with a private school feel. We teach ALL children from different backgrounds how to not only cope with the issues of life, but “how to” become Professionals in Healthcare/Mental Healthcare. We strive to produce Counselors, Social Workers, Psychologists, Psychiatrist and many more mental health professionals. We will also strive to ultimately produce Physicians, Physician Assistants, Nurses and LVN’s.

We will cater to a diverse group of students from various backgrounds and cultures. This includes but is not limited to: Gifted and Talented students (G/T), English Language Learners (ELL) and the Special Education student (SPED). The School of Learning seeks to provide an advanced education to students who would otherwise not have the educational opportunities offered by our school. Our school has high academic demands with a gentle spiritual foundation. Our administrative staff and teachers care about children and their success!!

We will use learning styles that include, but are not limited to:

- Creativity, Communication, Critical Thinking and Collaboration that prepare our students for the 21st century skills and jobs
- Labs that engage students and provide them with the opportunities to behave as scientist and other job-related fields
- The incorporation of the arts, museums, and guest lecturers/speakers for portions of our curriculum.
- Hands- on activities that appeal to the visual learners, tactile and kinesthetic learners.
- Community Based Activities- Student Leadership, Entrepreneurship, College and Career Readiness Awareness
- Research Based Strategies (Think-Pair-Share; Collaborative Learning.)

Our program will include a rigorous program for all student courses with high expectations for every student. We will teach your child how to study, how to be a successful student and how to believe in themselves!! In science, our educators are trained in:

- Diversity
- ESL/EL
- SPED
- Gifted and Talented
- Core Content Areas

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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? By checking yes, applicant must cite clear and specific evidence to support this claim.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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Enter narrative response to the prompts in this section of the application and complete the tables in the geographic boundaries, enrollment projections, and demographic projections subsections.

The School of Learning Health and Mental Health Professions will target the Humble, Aldine and Houston communities. We begin after hurricane Harvey to work within the community to re-build our communities. Consulting with community leaders, local families, displaced businesses and families being relocated to the Humble area we recognized the opportunity to bring a learning style to be personalized in order to increase academic success which will decrease the learning gap for student population's that are diverse.

Humble being listed among the 25 fastest growing school districts, it's important that options outside of the normal offerings be made available. Coupled with the increase in school violence, parents are looking for alternative ways of educating their children. Crime in Humble has also escalated with assault, rape, theft and violent cries leading the way. Using one hundred (100) people as the indicator, Texas reported total crime at 3,002, National at 2,745 and Humble at 10,671 as annual crime stats.

These results are shocking, and parents are being forced to home school their children as the safest means for their children to get an education without fearing for their safety. This trend has opened the door for more personalized learning as many families have been displaced since the disaster. The School of Learning Health and Mental Health Professions is offering an alternative educational choice that is designed to cater to the needs of each student individually.

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.**

[illegible]

Number of charter school campuses currently operating within the occupied district:	0
Number of traditional school campuses currently operating within the occupied district:	43
Number of traditional school districts within ten miles of the proposed location:	3

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 type="checkbox"/> No <input checked="" type="checkbox"/>
School Name(s):	

Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2. Applicant proposes to open MULTIPLE campuses by Year 5?	Yes <input type="checkbox"/> No <input checked="" 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						
PK 4						
K	20	20	23	23	25	111
1	20	20	23	23	25	111
2	20	20	23	23	25	111
3	20	20	23	23	25	111
4	20	20	25	25	27	117
5	20	20	25	25	27	117
6	20	20	25	25	27	117
7	20	20	25	25	27	117
8	20	20	25	25	27	117
9	X	X	X	X	X	X
10	X	X	X	X	X	X
11	X	X	X	X	X	X
12	X	X	X	X	X	X
Total enrollment	180	180	217	217	235	1029
For the projections below, specify by campus						
Students per classroom	20	20	25	25	25	27
Number of classrooms	8	8	8	8	8	8

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	Humble, TX	Humble ISD	Aldine ISD	Conroe ISD
African-American	20.8%	20.8%	31.85%	20.7%
Hispanic	35.4%	35.4%	61.06%	32.0%
White	37.9%	37.9%	4.87%	41.9%
American Indian	0.3%	0.3%	0.3%	0.2%
Asian	1.1%	1.1%	2.0%	2.2%
Pacific Islander	0.3%	0.3%	1.6%	0.5%
Two or More Races	0.9%	0.9%	2.4%	2.6%
Economically Disadvantaged	32.3%	32.3%	87.3%	28.7%
English Learners	9.2%	9.2%	11.79%	
At-Risk	46.7%	46.7%	74.4%	
Gifted/Talented	6.9%	6.9%	4.33%	
Special Education	10.9%	10.9%	7.22%	

Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference Attachments 4-6 in the response.*

The School of Learning Health and Mental Health Professions have been actively collaborating within the community to bring awareness to alternative options for student learning. We have spoken at Church events, as well as community seminars. We recently attended the National Association of Minority Contracts lunch and learn event and was able to build solid networking relationship with the Hispanic population which makes up 61.06% of the demographic in which we are targeting.

During hurricane Harvey, we worked to help displaced families get acquainted with their new surroundings and was also able to communicate our ideas of a new and alternative way of learning to newly relocated and also displaced families.

We intend to use flyers, community meetings and door-to-door advertisement to connect with both parents and students. We will host various student led activities (Curriculum Night, Career Night etc.) throughout the school year. We will focus on heavy parental involvement.

We have spoken with our local Churches and outreach organizations to help foster a positive community involvement. Local businesses have also been targeted to get the whole community involved.

School Design

Mission, Vision, and Overview of School Design

Mission Statement

It is the mission of The School of Learning Health and Mental Health Professions to make sure that all students learn using differentiated instructions and research-based strategies to make sure that the individualized needs of our students are met.

Our Vision

Is to create professional leaders in the Health and Mental Health Community who will represent our Nation in the most impactful way. We look to restore the brokenness caused by unplanned disasters to our community and restore the prominence education once had in our Country.

Overview of School Design

Welcome! Our school, The School of Learning, is a social and emotional learning community (SEL) that grooms young health and mental health professions. We are a social and emotional learning community that provides services to the “whole” student. We are a public school, with a private school feel. We teach ALL children from different backgrounds how to not only cope with the issues of life, but “how to” become Professionals in Healthcare/Mental Healthcare. We strive to produce Counselors, Social Workers, Psychologists, Psychiatrist and many more mental health professionals. We will also strive to ultimately produce Physicians, Physician Assistants, Nurses and LVN’s.

We will cater to a diverse group of students from various backgrounds and cultures. This includes but is not limited to: Gifted and Talented students (G/T), English Language Learners (ELL) and the Special Education student (SPED). The School of Learning seeks to provide an advanced education to students who would otherwise not have the educational opportunities offered by our school. Our school has high academic demands with a gentle spiritual foundation. Our administrative staff and teachers care about children and their success!!

We will use learning styles that include, but are not limited to:

- Creativity, Communication, Critical Thinking and Collaboration that prepare our students for the 21st century skills and jobs
- Labs that engage students and provide them with the opportunities to behave as scientist and other job-related fields
- The incorporation of the arts, museums, and guest lecturers/speakers for portions of our curriculum.
- Hands- on activities that appeal to the visual learners, tactile and kinesthetic learners.
- Community Based Activities- Student Leadership, Entrepreneurship, College and Career Readiness Awareness

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- Research Based Strategies (Think-Pair-Share; Collaborative Learning.)

Our program will include a rigorous program for all student courses with high expectations for every student. We will teach your child how to study, how to be a successful student and how to believe in themselves!! In science, our educators are trained in:

- Diversity
- ESL/EL
- SPED
- Gifted and Talented
- Core Content Areas

Curriculum and Instruction

The School of Learning will provide a rigorous curriculum that is aligned to the current school year TEKS. The school Superintendent/Principal and Assistant Principal will ensure that curriculum writers/specialist are hired during the planning year to develop a rigor filled curriculum for PK- 8th Grades. The curriculum writers will focus on the core subjects: English/Language Arts/Reading, Mathematics, Social Studies and Science. The School of Learning will also purchase curriculum packages or products to add additional resources for its teachers and instructional leaders. Products/Packages such as Think It Up, Mentoring Minds and Stem scopes will be purchased to ensure that our students are being prepared for the 21st century. Instructional leaders will ensure that the developed curriculum allows for the opportunity of closing gaps, vocabulary development and differentiated instruction.

Health and Mental Health Basic elective courses will be provided for students 1st Grade through 8th Grade. Students will circulate through the Health/Mental Health Professions elective course twice a week. In the basic courses, students will learn duties and responsibilities of health and mental health professions. Students will be motivated to enter these fields through project-based learning. A health/mental health elective curriculum will be developed by a Social and Emotional Learning Coordinator during the planning year to ensure that students are learning to build relationships and being prepared for 21st century careers.

Strategies for Assessment of Learning and Data-Driven Instruction

Enter narrative response to the prompts in this section of the application.

We will use data-driven dialogue to engage in a process too analyze data in a respectful, thoughtful manner. The School of Learning Health and Mental Health Professions will use his data to accomplish effective and targeted action.

We will examine the data for patterns or trends, use guiding questions and summarize findings in a problem/goal statement. We will assess pre-assessment for learning, formative assessment for learning and summative assessment for learning.

The School of Learning Health and Mental Health Professions will implement a personalized learning plan, adapted to the whole student. We will study the examples of technology forward schools and look for ways to build attributes that support data-driven instruction in our own operation.

Supports for Special Populations

Special populations such as gifted learners, English language learners (ELL) and special ed students should have the very best which will offer them the same opportunity for success as others. Using innovative approaches and smaller targeted classes we are able to achieve higher academic standards for our special population's students. Our staff will be thoroughly trained to evaluate the needs of their students and working with the parents will be able to access each student making sure they are afforded the resources to be prepared for the future and society.

The School of Learning Health and Mental Health Professions staff will go through professional training and collaboration. We will offer additional after school training and instructions when necessary. We will continue to monitor the progress of our educators and our students so steps can be taken to formalize a successful outcome. We will have a dedicated committee that will be responsible for deciding the best placement for each child based on IEP goals.

We will provide classroom accommodations for our students and provide plans according to 504 standards. Our teachers will be state certified according to the laws of the state of Texas. We will provide the resources so our special education students can achieve as required by federal law. We will be consistent with 34(CFR)§300.503 and follow the individualized education plan that the ARD committee develops. The plans and evaluations will be reviewed with the parents. If any person feels a student needs an evaluation under the individuals with disabilities education act (IDEA), that student will be referred.

It is our responsibility as educators to not only recognize but to develop gifted and talented students. The School of Learning Health and Mental Health Professions will offer programs that not only support the needs of these students but also offer the resources so these students can reach their full potential. We understand that some students will come from non-English speaking homes and backgrounds and will need specialized or modified instructions in their academic courses. Students identified as ELL will have the opportunity to participate in our ESL program.

We will rely on the ARD Committee and the LPAC to determine appropriate entry and exit criteria for students with a disability who is or might be identified as an English Language Learner.

School Culture and Safety

The School of Learning is a SEL (social and emotional learning) community that will nurture the “whole” student. Education is a unique experience for every student that enters the doors of our school. Students come to our schools with various backgrounds, languages, social/emotional needs, strengths and weaknesses. The uniqueness of our students requires that educators provide individualized instruction to meet their diverse needs. Our teachers will be effectively trained to nurture, discipline and educate our precious students.

The School of Learning believes that all students can learn and will learn. Quality education is the key to students reaching their fullest potential. We know that providing quality education to our unique students is continuously changing. For this reason, we will teach them the importance of being life- long learners. Life- long learning is commitment to being open to new ideas, decisions, skills and behaviors. When life- long learning takes place, educators can be innovating, instill creativity, encourage initiative and make data driven decisions. I have worked over in education over a decade and I am still learning!!

We, “The School of Learning,” believe that educators must do more than transfer knowledge to our children. Rather, educators must nurture, inspire, and equip students. Positive relationships are the key to nurturing, inspiring and equipping students. These relationships must be collaborative in nature, stakeholders must have a voice and stakeholders must be valued. The truth is all students can learn and we are committed to doing the very best to ensure their success.

We understand that building positive relationships, instructional leadership and a data driven school will lead to our greatest student achievement. We will be purposeful and intentional with all our efforts. We will ensure our culture is full of high expectations for all, offers an environment that is safe and secure, and welcoming for all! We will use surveys, data and an open-door policy to monitor progress.

Lastly creating a safe environment for our students is very important. We will establish crisis management policies which will involve law enforcement, parents, school personnel, students etc. The School of Learning Health and Mental Health Professions will have a communication plan setup both internally and externally and train all our staff on how to handle emergency procedures which will allow us to focus on quick intervention when necessary. Continuing to monitor student behavior and campus surroundings will help reduce crime as well as create a safe environment for our students to receive the first-class education they deserve.

Promotion and Graduation Requirements

Enter narrative response to the prompts in this section of the application.

Following the Texas Education Agency (TEA) requirements and school-base requirements students must meet the requirements to be promoted to the next grade. The decisions are based on attendance, grades at the end of the year and assessments results.

Students who meet the requirements will be promoted. Students in the 5th or 8th grade will be required to pass the STAAR in math and reading prior to being promoted. If a student fails to meet the requirements that student may be a candidate for retention.

The (“ARD”) committee will determine if a student receiving special education services be promoted or retained. The LPAC will make the decision on grade promotion or retention for English Language Learners.

Family and Community Engagement

Parental Engagement is a priority of The School of Learning. We will have community meetings (informational) once (1) a month to update the parents, community and all stakeholders on school goals, academic achievement and school progress. During this time, we will address any questions, concerns, glows and grows in reference to our school.

We will also have a PTO committee that includes parents, staff and teachers. The PTO committee will meet every other month to build parental involvement on campus. The PTO will host at least 2 events per school year. The School of Learning will strive to collaborate with the local community to host parades, fall/winter carnivals and any other activity that occurs.

We will recruit parents/students by using the flyers, community meetings and door-to-door advertisement. We will host various student led activities (Curriculum Night, Career Night etc.) throughout the school year and Always encourage parents to come.

The School of Learning desires this partnership with community stakeholders to ensure that WE ARE A COMMUNITY school!! We welcome, all students, from different cultures and backgrounds. All students, despite any mental or language disparities, are welcome.

Leadership and Governance

Board Structure and Qualifications

Enter narrative response to the prompts in this section of the application. *Reference Attachments 10-14 in the response.*

Proposed board member	Area of expertise	Brief description of experience in this area
Shenitra Davis	Educational Leadership	9 years as an elite educator
Reba Hargo	Pastor/Entrepreneur	Over 20 years as a realtor
Natasha Frazier	Revenue Agent/Author	IRS Revenue Agent
Toccara J. Carter	Wellness Coordinator	Optimal House Health
Tiera Gilder	Healthcare Administrator	Patient Advocate

Proposed Superintendent Qualifications

The superintendent must have a master's degree or high in education administration or leadership. They are to oversee the daily operations and the long-range planning of the charter. They are required to work with the charter board members and supervise school principals and staff. They must demonstrate their ability to be an instructional leader and a good communicator as well as a great listener.

The School of Learning Health and Mental Health Professions will use self-assessment, analysis, goal setting and plan development as well as formative assessment evaluations and summative evaluations to foster a cycle of continuous improvement in our superintendent.

The salary range will be from \$121,953 to \$124,497.

Proposed Instructional Leadership Team

The school of Learning Health and Mental Health Professions will seek successful and experienced instructional leaders who can be a master teacher of principals. This position will be responsible for the development of their instructional leadership capacities utilizing best practices in developing principals both one on one and in groups.

The key responsibilities will be to provide and broker professional development for principals based on individual and group learning needs. Develop principal professional learning networks focused on principal's growth as instructional leaders. They will collaborate with others in the office to provide necessary resources to support principal's instructional leadership.

Qualifications: Highly skilled at organizing and prioritizing in a demanding context to maximize teaching time with principals, including time management skills and an ability to schedule based on short-and long-term principal learning needs. They will need to demonstrate experience closing gaps in student achievement. Display successful principalship including recruiting, hiring, supporting and holding staff accountable for results. They must be able to demonstrate successful experience coaching principals.

The School of Learning Health and Mental Health Professions will seek the expertise of professional recruiters, job postings and workshops to screen for the best candidates for the position. We will offer compensation that is competitive with local districts.

Proposed Financial and Operations Leadership Teams

Enter narrative response to the prompts in this section of the application. *Reference Attachments 20-21 in the response.*

The School of Learning Health and Mental Health Professions require our financial and operations leadership team to be well skilled in Business Management as well as Finance. We look to bring on professionals who have proven ability to handle tasks outline in Attachments 20 and 21 of this document. They must be highly trained and come with the credentials to support their training in the areas of operations and finance.

Our Director of operations and our finance personal must have great communication skills as well as a proven track record of their performance in prior positions. Their responsibilities will include:

- Presentation of financial statements to board for discussion
- Set annual committee goals and regularly monitor progress against those goals
- Preliminary review of monthly financial statements prior to board review
- Provide recommendations to ensure appropriate financial policies and procedures are in place
- Work closely with staff on financial issues/oversight
- Identify strategic and long-term financial issues to address before they become urgent issues
- Running day to day operations
- Coordinating with leaders to make sure that the operations are lining up with the vision.
- Clearly articulate the vision, mission and goals of the district.
- Develop and adopt the superintendent's evaluation instrument for the current year.

Performance Management

Enter narrative response to the prompts in this section of the application.

The School of Learning will professionally develop their teachers. Professional

Talent Management and Development

Talent Management

Enter narrative response to the prompts in this section of the application. *Reference Attachments 22-23 in the response.*

The School of Learning Health and Mental Health Profession will adhere to a strict screening process when it comes to the talent we bring on. By sticking to the qualifications outline in our Supplemental Human Resources Information Forms for each position we will be able to limit the opportunity to bring on bad talent. We will conduct periodic checks to make sure that the talent we bring in is operating at the standards set by our board. We will also make sure that all ELL Teachers have the proper certifications and experience to deal with students with disabilities as well as special education teachers who will service other student groups

All School of Learning Health and Mental Health Professions staff will be subject to background checks. They cannot have any charges that are in relation or affiliated with children. We will identify qualified teachers as the standard “Highly Qualified” and/or “Certified” teachers. We will recruit teachers through job postings and present salaries that are competitive with the local district. In the event there is a shortage of teachers, we will use aspiring teachers who have 60+ college hours and /or college graduates to serve in our content classrooms.

Office staff will only be required to have a “high school diploma.” If we encounter unforeseen shortages, paraprofessionals will be used to offset any disruptions.

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Professional Development and Evaluation

Enter narrative response to the prompts in this section of the application. *Reference Attachment 24 in the response.*

The School of Learning will professionally develop their teachers. Professional consultants will be used in some instances to provide trainings for AVID, ELL, GT and SpEd components. Also, instructional leaders (principal, assistant principals and instructional coaches) will provide trainings during Professional Learning Community (PLC). Learning communities will be used to assess data, provide resources for differentiation and quality instruction. Our campus will be data driven in all aspects.

We will use the co-teach model in Math/Science classes that have SpEd or ELL/EL students in the classroom. We will also provide In-Class support (Para- Professionals) in the other Core Content Classrooms.

The calendar, daily schedule and staffing structure will provide ample time for Professional Learning Communities and Professional Trainings. The PLC structured time will be provided once (1) a week every week. We will also use early mornings, conference times and afternoons for Professional trainings. The instructional leaders on campus and team leaders will facilitate the PLC's where modeling, buy-in and resources will be provided. Learning walks will also be used to ensure that assignments/projects are aligned to the TEK's, engaging lessons and differentiated instruction is taking place.

The T-Tess model will be used to evaluate teachers. All instructional leaders will be fully trained prior to beginning of the school year.

Retention

Enter narrative response to the prompts in this section of the application.

The School of Learning Health and Mental Health Professions intend to offer an environment which will allow leadership opportunities. We will keep up to date with educational technology and offer a targeted incentive program to reward teachers for growing in and achieving specific competencies and outcomes.

We will make our purpose clear and compelling which will inspire our teachers to stay. We intend to offer support and a communication channel which will allow our teachers to make known their goals, decisions and offer them a line of support.

The School of Learning Health and Mental Health Professions will offer a compensation package that will be attractive to the upper level of education professionals. We will offer the core benefits along with a voluntary benefit package that will address the day to day lives of our staff, reducing absenteeism, presentism and loss in productivity.

Operational and Financial Plans

School Calendar and Schedule

Enter narrative response to the prompts in this section of the application. *Reference Attachments 25-26 in the response.*

Fall 2021

August 2nd-August 6th Teacher Professional Development

August 5th- Student Orientation

August 9th- First Day of Fall Semester

September 6th- Labor Day No School (Teacher/Student)

October 13-15- Teacher/Student Mini Break

November 22-26 Thanksgiving Break

December 23- January 7 Winter Break

Spring 2022

January 10- First Day of Spring Semester

January 17- Martin Luther King Day (No School)

February 16th- 18th Spring Mini (No School Teacher/Student)

March 14th – 18th Spring Break

May 27- Last Day of Spring Semester

May 29 and May 30- Bad Weather Days

Proposed School Day
Student- 180 School Days

7:00am- 7:30am Breakfast

7:30am- 7:45am Social and Emotional Learning Time (Community Circles)

7:45am- School Day Begins

7:45am-3:15 pm Official School Day

7:45am- 8:30am Instructional Time (1st Period)

8:30am- 9:20am Instructional Time (2nd Period)

9:25am- 10:05am Instructional Time (3rd Period)

10:10am-11:15am Instructional Time (4th Period)

A Lunch 10:10am- 10:40 am

B Lunch 10:45am- 11:15am

11:20 am-12:00pm (5th Period)

12:00-12:50 pm (6th Period)

12:50pm- 1:40pm (7th Period)

1:40pm- 2:30pm (8th Period)

2:35pm- 3:15am (9th Period)

Student Recruitment and Enrollment

Enter narrative response to the prompts in this section of the application. *Reference Attachment 27 in the response.*

The School of Learning Health and Mental Health Professions will target the following student groups for recruitment; low income families (academic risk), students at risk, students with special needs. We will use social media, community involvement, events, flyers, seminars, door-to-door canvassing to get families to apply online or in person.

By partnering with local Churches and businesses in the community and other outreach groups we will be able to make sure we meet our enrollment requirements. The planning, evaluating and implementing student recruitment will be the duties of the executive director.

Taking advantage of the internet, Facebook, linked in, and you tube we will create an online presence that will allow mass exposure for our facility. In the event we miss our require goals we will increase our outreach, social media and marketing presence to foster a stronger response for enrollment.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
--	--

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 <input type="checkbox"/> Purchase <input type="checkbox"/> Lease <input type="checkbox"/>

3. Has the building been issued a certificate of occupancy for educational use?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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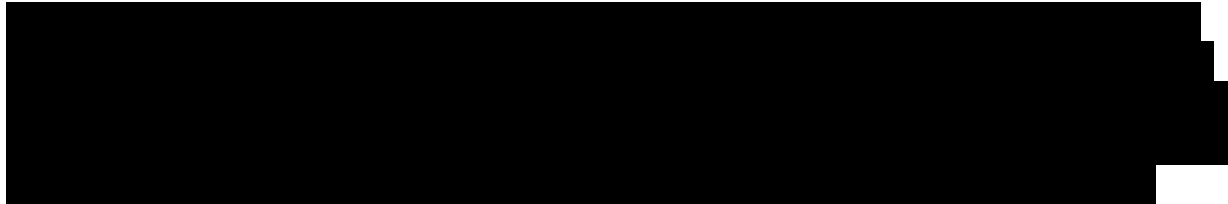
Enter narrative response to the prompts in this section of the application (if applicable).
*Reference **Attachments 28-29** in the response.*

Facility Not Identified

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

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

The School of Learning Health and Mental Health Professions have collaborated with Vintage Builders and have look at a couple of locations that could be built out as well as building the property from the ground up. We will work to ensure our facility is able to be accessible using public transportation. We have been looking at locations that are in walking accessibility for our targeted population.



Transportation

The School of Learning Health and Mental Health Professions will not offer transportation. However we intend for our location to be accessible to Metro Bus lines.

Start-up Plan

Enter narrative response to the prompts in this section of the application. *Reference Attachment 30 in the response.*

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 type="checkbox"/>



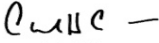
Enter narrative response to the prompts in this section of the application. *Reference Attachments 31-37 in the response.*

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

Corporations Section P.O. Box 13697 Austin, Texas 78711-3697		Carlos H. Cascos Secretary of State
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</p> <p>Effective: 07/24/2015</p>		
	 Carlos H. Cascos Secretary of State	
<p>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***</p>		

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	 Certificate of Formation Nonprofit Corporation	This space reserved for office use.
Article 1 – Entity Name and Type		
The filing entity being formed is a nonprofit corporation. The name of the entity is: 		
Article 2 – Registered Agent and Registered Office (See instructions. Select and complete <u>either</u> A or B and complete C.)		
<input type="checkbox"/> A. The initial registered agent is an organization (cannot be entity named above) by the name of: 		
OR		

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.

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.

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.

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	Certified Mail Receipt																
<div style="background-color: #d9ead3; padding: 2px; border: 1px solid black; margin-bottom: 5px;"> SENDER: COMPLETE THIS SECTION </div> <div style="background-color: #d9ead3; padding: 2px; border: 1px solid black; margin-bottom: 5px;"> COMPLETE THIS SECTION ON DELIVERY </div> <div style="background-color: #d9ead3; padding: 5px; border: 1px solid black;"> <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; margin: 10px 0;">SAMPLE</p> <p style="text-align: center;">9590 9401 0000 5191 0000 12</p> <p>2. Article Number (Transfer from service label)</p> <p>PS Form 3811, July 2015 PSN 7530-02-000-9053</p> </div> <div style="background-color: #d9ead3; padding: 5px; border: 1px solid black;"> <p>A. Signature X</p> <p>B. Received by (Printed Name)</p> <p>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 style="width: 100%; font-size: 0.8em;"> <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> <p style="text-align: right; font-size: 0.8em;">Domestic Return Receipt</p> </div>	<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)		<div style="background-color: #d9ead3; padding: 2px; border: 1px solid black; margin-bottom: 5px;"> U.S. Postal Service CERTIFIED MAIL RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) </div> <div style="background-color: #d9ead3; padding: 2px; border: 1px solid black; margin-bottom: 5px;"> OFFICIAL USE </div> <div style="background-color: #d9ead3; padding: 5px; border: 1px solid black;"> <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>Cert To</p> <p>Witness, Agent, or PS Box No.</p> <p>City, State, ZIP+4</p> <p style="font-size: 0.8em;">PS Form 3811, January 2015</p> </div>
<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	<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)																	

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.

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 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

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.

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

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.

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.

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.

Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

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.

N/A

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 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.

N/A

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.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

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.

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.

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	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1	1

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Other Central Office staff						
Total central office FTEs						
Elementary School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	1	1	1	1	1	1
Teachers (<i>create a separate row for each grade or core subject</i>)	8	8	8	8	8	8
Teachers (specials, e.g., art)						
Teachers, ESL/Bilingual	1	1	1	2	2	2
Teachers, Special Education	1	1	1	1	1	1
Student support staff (e.g., paraprofessionals, counselors)	2	2	2	3	3	3
Campus operations (e.g., PEIMS coordinator, clerk)	1	1	1	1	1	1
Total elementary FTEs	13	13	13	15	15	15
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total middle school FTEs						
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total high school FTEs						
Total charter school staff						
Teacher-student ratio						

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.

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

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.

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

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.

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).

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.

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.

Proposed Charter School Name

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:

Shenitra M. Davis

Contact Email:

shenitramdavis@yahoo.com

Contact Phone:

832-704-0085

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:

June 30

Select date

Total School Year Minutes:

75,600

Enter the number of minutes (e.g., 75,600)

Proposed Charter School Name

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	20.00	20.00	23.00	23.00	25.00
1st Grade	20.00	20.00	23.00	23.00	25.00
2nd Grade	20.00	20.00	23.00	23.00	25.00
3rd Grade	20.00	20.00	23.00	23.00	25.00
4th Grade	20.00	23.00	25.00	25.00	27.00
5th Grade	20.00	23.00	25.00	25.00	27.00
6th Grade	20.00	23.00	25.00	25.00	27.00
7th Grade	20.00	23.00	25.00	25.00	27.00
8th Grade	20.00	23.00	25.00	25.00	27.00
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	180.00	195.00	217.00	217.00	235.00
Total Number of High School Students Enrolled	-	-	-	-	-
Average Daily Attendance (ADA) %	95%	95%	95%	95%	95%
Average Daily Attendance (ADA)	171.00	185.25	206.15	206.15	223.25
Percent change YOY		8%	11%	0%	8%

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	20.00	20.00	20.00	20.00	23.00	23.00	25.00	25.00	25.00	25.00
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	-	-	-	-	-	-	-	-	-	-
Special Education Student Count (SPED)	20.00	20.00	20.00	20.00	23.00	23.00	25.00	25.00	25.00	25.00
Special Education Student Count %	11.11%	11.11%	10.26%	10.26%	10.60%	10.60%	11.52%	11.52%	10.64%	10.64%
Percent change YOY			0%	0%	15%	15%	9%	9%	0%	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	-	-								
Number Enrolled in Two-hour Class		-								
Number Enrolled in Three-hour Class		-								
Number Enrolled in Four-hour Class		-								
Number Enrolled in Five-hour Class		-								
Number Enrolled in Six-hour Class		-								
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

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	8.00	8.00	10.00	10.00	10.00
% of Gifted and Talented Students Enrolled	4.44%	4.10%	4.61%	4.61%	4.26%
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	12.00	12.00	15.00	15.00	15.00
% of Students Enrolled in Bilingual/ESL	6.67%	6.15%	6.91%	6.91%	6.38%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment					
--	--	--	--	--	--

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%

Proposed Charter School Name

PERSONNEL

[illegible]

Proposed Charter School Name

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		
REVENUE										
TOTAL STATE REVENUES		1,323,925			3.00%	3.00%	3.00%	3.00%		
TOTAL FEDERAL REVENUES		150,707			3.00%	3.00%	3.00%	3.00%		
TOTAL LOCAL & OTHER REVENUES		100,000			3.00%	3.00%	3.00%	3.00%		
TOTAL REVENUE	\$ -	\$ 1,574,632								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	121,000	121,000								
Instructional Management	80,000	80,000								
Deans, Directors & Coordinators	-	-								
CFO / Director of Finance	-	-								
Operation / Business Manager	70,000	70,000								
Administrative Staff	-	-								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 271,000	\$ 271,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	450,000	450,000								
Teachers - SPED	-	-								
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	112,000	112,000								
Aides	-	-								
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 562,000	\$ 562,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -								
TOTAL PERSONNEL EXPENSES	\$ 833,000	\$ 833,000								
PAYROLL TAXES AND BENEFITS										
Social Security	64,141	64,141	7.70%	7.70%	7.70%	7.70%	7.70%	7.70%		
Medicare	12,079	12,079	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	8,330	8,330	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Worker's Compensation Insurance	8,330	8,330	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
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	58,310	58,310	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%		
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	62,475	62,475	7.50%	7.50%	7.50%	7.50%	7.50%	7.50%		
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	\$ 213,665	\$ 213,665								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,046,665	\$ 1,046,665								

Proposed Charter School Name
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			3.00%	3.00%	3.00%	3.00%		
Legal	-	10,000			3.00%	3.00%	3.00%	3.00%		
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	6,000			3.00%	3.00%	3.00%	3.00%		
Food Service / School Lunch	-	179,071			3.00%	3.00%	3.00%	3.00%		
Payroll Services	-	40,581			3.00%	3.00%	3.00%	3.00%		
Special Ed Services	-	50,000			3.00%	3.00%	3.00%	3.00%		
Titlment Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
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	\$ -	\$ 300,652								
SCHOOL OPERATIONS										
Board Expenses	-	-			0.00%	0.00%	0.00%	0.00%		
Classroom / Teaching Supplies & Materials	-	7,000			2.00%	2.00%	2.00%	2.00%		
Special Ed Supplies & Materials	-	3,600			2.00%	2.00%	2.00%	2.00%		
Textbooks / Workbooks	-	16,800			2.00%	2.00%	2.00%	2.00%		
Supplies & Materials other	-	33,600			2.00%	2.00%	2.00%	2.00%		
Equipment / Furniture	-	67,200			2.00%	2.00%	2.00%	2.00%		
Telephone	-	12,000			2.00%	2.00%	2.00%	2.00%		
Technology	-	28,500			2.00%	2.00%	2.00%	2.00%		
Student Testing & Assessment	-	7,360			2.00%	2.00%	2.00%	2.00%		
Field Trips	-	3,360			2.00%	2.00%	2.00%	2.00%		
Transportation (student)	-	-			0.00%	0.00%	0.00%	0.00%		
Student Services - other	-	6,720			2.00%	2.00%	2.00%	2.00%		
Office Expense	-	7,200			2.00%	2.00%	2.00%	2.00%		
Staff Development	-	11,000			2.00%	2.00%	2.00%	2.00%		
Staff Recruitment	-	5,500			2.00%	2.00%	2.00%	2.00%		
Student Recruitment / Marketing	-	25,200			2.00%	2.00%	0.00%	0.00%		
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	3,300			2.00%	2.00%	2.00%	2.00%		
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
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	\$ -	\$ 238,340								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	12,000			1.00%	2.00%	2.00%	2.00%		
Janitorial Services	-	18,000			1.00%	2.00%	2.00%	2.00%		
Building and Land Rent / Lease	-	132,000			1.00%	2.00%	2.00%	2.00%		
Repairs & Maintenance	-	45,000			1.00%	2.00%	2.00%	2.00%		
Security Services	-	10,000			1.00%	2.00%	2.00%	2.00%		
Utilities	-	12,000			1.00%	2.00%	2.00%	2.00%		
Internet	-	1,200			1.00%	2.00%	2.00%	2.00%		
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	\$ -	\$ 230,200								
RESERVES / CONTINGENCIES	-	32,186			30.00%	30.00%	30.00%	30.00%		
TOTAL EXPENSES	\$ 1,046,665	\$ 1,848,043								
NET OPERATING INCOME (before Depreciation)	\$ (1,046,665)	\$ (273,411)								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ (1,046,665)	\$ (273,411)								

Proposed Charter School Name
PROJECTED BUDGET / OPERATING PLAN

SUMMARY

Total Revenue	-	1,574,632	1,621,871	1,670,527	1,720,643	1,772,262
Total Expenses	1,046,665	1,848,043	1,873,787	1,905,142	1,940,207	1,980,638
Net Operating Income (before Depreciation)	(1,046,665)	(273,411)	(251,916)	(234,615)	(219,564)	(208,376)
Revenue Per Pupil		8,747.95	8,317.29	7,698.28	7,929.23	7,541.54
Expenses Per Pupil		10,266.90	9,609.16	8,779.45	8,941.04	8,428.25

REVENUE

TOTAL STATE REVENUES		1,323,925	1,363,643	1,404,552	1,446,688	1,490,089
TOTAL FEDERAL REVENUES		150,707	155,228	159,885	164,682	169,622
TOTAL LOCAL & OTHER REVENUES	\$ -	100,000	103,000	106,090	109,273	112,551
TOTAL REVENUE	\$ -	\$ 1,574,632	\$ 1,621,871	\$ 1,670,527	\$ 1,720,643	\$ 1,772,262

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	121,000	121,000	121,000	121,000	121,000	121,000
Instructional Management	80,000	80,000	80,000	80,000	80,000	80,000
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	70,000	70,000	70,000	70,000	70,000	70,000
Administrative Staff	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 271,000	\$ 271,000	\$ 271,000	\$ 271,000	\$ 271,000	\$ 271,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	450,000	450,000	450,000	450,000	450,000	450,000
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	112,000	112,000	112,000	112,000	112,000	112,000
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL EXPENSES	\$ 833,000	\$ 833,000	\$ 833,000	\$ 833,000	\$ 833,000	\$ 833,000

	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	64,141	64,141	64,141	64,141	64,141	64,141
Medicare	12,079	12,079	12,079	12,079	12,079	12,079
State Unemployment	8,330	8,330	8,330	8,330	8,330	8,330
Worker's Compensation Insurance	8,330	8,330	8,330	8,330	8,330	8,330
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	58,310	58,310	58,310	58,310	58,310	58,310
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	62,475	62,475	62,475	62,475	62,475	62,475
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 213,665	\$ 213,665	\$ 213,665	\$ 213,665	\$ 213,665	\$ 213,665
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,046,665	\$ 1,046,665	\$ 1,046,665	\$ 1,046,665	\$ 1,046,665	\$ 1,046,665
CONTRACTED SERVICES						
Accounting / Audit	-	15,000	15,450	15,914	16,391	16,883
Legal	-	10,000	10,300	10,609	10,927	11,255
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	6,000	6,180	6,365	6,556	6,753
Food Service / School Lunch	-	179,071	184,443	189,976	195,676	201,546
Payroll Services	-	40,581	41,798	43,052	44,344	45,674
Special Ed Services	-	50,000	51,500	53,045	54,636	56,275
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Custom Contracted Services #1	-	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	\$ -	\$ 300,652	\$ 309,672	\$ 318,962	\$ 328,531	\$ 338,386

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	7,000	7,140	7,283	7,428	7,577
Special Ed Supplies & Materials	-	3,600	3,672	3,745	3,820	3,897
Textbooks / Workbooks	-	16,800	17,136	17,479	17,828	18,185
Supplies & Materials other	-	33,600	34,272	34,957	35,657	36,370
Equipment / Furniture	-	67,200	68,544	69,915	71,313	72,739
Telephone	-	12,000	12,240	12,485	12,734	12,989
Technology	-	28,500	29,070	29,651	30,244	30,849
Student Testing & Assessment	-	7,360	7,507	7,657	7,810	7,967
Field Trips	-	3,360	3,427	3,496	3,566	3,637
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	6,720	6,854	6,991	7,131	7,274
Office Expense	-	7,200	7,344	7,491	7,641	7,794
Staff Development	-	11,000	11,220	11,444	11,673	11,907
Staff Recruitment	-	5,500	5,610	5,722	5,837	5,953
Student Recruitment / Marketing	-	25,200	25,704	26,218	26,732	27,246
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	3,300	3,366	3,433	3,502	3,572
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ -	\$ 238,340	\$ 243,107	\$ 247,969	\$ 252,404	\$ 256,928
FACILITY OPERATION & MAINTENANCE						
Insurance	-	12,000	12,120	12,362	12,610	12,862
Janitorial Services	-	18,000	18,180	18,544	18,914	19,293
Building and Land Rent / Lease	-	132,000	133,320	135,986	138,706	141,480
Repairs & Maintenance	-	45,000	45,450	46,359	47,286	48,232
Security Services	-	10,000	10,100	10,302	10,508	10,718
Utilities	-	12,000	12,120	12,362	12,610	12,862
Internet	-	1,200	1,212	1,236	1,261	1,286
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 230,200	\$ 232,502	\$ 237,152	\$ 241,895	\$ 246,733
RESERVES / CONTINGENCIES	-	32,186	41,842	54,394	70,713	91,926
TOTAL EXPENSES	\$ 1,046,665	\$ 1,848,043	\$ 1,873,787	\$ 1,905,142	\$ 1,940,207	\$ 1,980,638
NET OPERATING INCOME (before Depreciation)	\$ (1,046,665)	\$ (273,411)	\$ (251,916)	\$ (234,615)	\$ (219,564)	\$ (208,376)
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ (1,046,665)	\$ (273,411)	\$ (251,916)	\$ (234,615)	\$ (219,564)	\$ (208,376)

Proposed Charter School Name

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

	\$ 1,323,925	\$ 1,363,643	\$ 1,404,552	\$ 1,446,688	\$ 1,490,089
	\$ 150,707	\$ 155,228	\$ 159,885	\$ 164,682	\$ 169,622
\$ -	\$ 100,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 112,551
\$ -	\$ 1,574,632	\$ 1,621,871	\$ 1,670,527	\$ 1,720,643	\$ 1,772,262

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

\$ 271,000	\$ 271,000	\$ 271,000	\$ 271,000	\$ 271,000	\$ 271,000
\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 213,665	\$ 213,665	\$ 213,665	\$ 213,665	\$ 213,665	\$ 213,665
\$ 1,046,665	\$ 1,046,665	\$ 1,046,665	\$ 1,046,665	\$ 1,046,665	\$ 1,046,665

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

\$ -	\$ 300,652	\$ 309,672	\$ 318,962	\$ 328,531	\$ 338,386
\$ -	\$ 238,340	\$ 243,107	\$ 247,969	\$ 252,404	\$ 256,928
\$ -	\$ 230,200	\$ 232,502	\$ 237,152	\$ 241,895	\$ 246,733
\$ -	\$ 32,186	\$ 41,842	\$ 54,394	\$ 70,713	\$ 91,926
\$ -	\$ 801,378	\$ 827,122	\$ 858,477	\$ 893,542	\$ 933,974

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES**

\$ 1,046,665	\$ 1,848,043	\$ 1,873,787	\$ 1,905,142	\$ 1,940,207	\$ 1,980,638
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NET OPERATING INCOME (before depreciation)

\$ (1,046,665)	\$ (273,411)	\$ (251,916)	\$ (234,615)	\$ (219,564)	\$ (208,376)
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STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	180	195	217	217	235
	\$ 8,748	\$ 8,317	\$ 7,698	\$ 7,929	\$ 7,542
	\$ 10,267	\$ 9,609	\$ 8,779	\$ 8,941	\$ 8,428

Proposed Charter School Name

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		171.000
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	0.792
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 Special Education FTE		0.792
Total Special Education Weighted FTE		3.958
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	0.132
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		0.132
Total ESY Special Education Weighted FTE		0.660
Mainstream ADA	1.10	0.000
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		170.208
Gifted & Talented Enrollment	0.12	8.000
State Compensatory Education Enrollment	0.20	0.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	11.400
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	220.360
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	\$	1,112,311
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	6,274
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	7,450
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	25,868
Mainstream	10	\$	-
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	3,233
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	29,101
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	\$	-
Pregnancy Related	11	\$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	-
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	\$	1,155,136
TIER II	SOF pg		
Tier II Level 1	12	\$	134,288
Tier II Level 2	12	\$	34,501
TOTAL TIER II	3	\$	168,789
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	\$	1,323,925
Available School Fund (ASF)	3	\$	-
Foundation School Fund (FSF)	3	\$	1,323,925

Proposed Charter School Name

PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 1,323,925
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 1,323,925

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 109,886
October	11	9.1%	\$ 110,478
November	10	10.1%	\$ 111,460
December	9	11.1%	\$ 110,123
January	8	12.4%	\$ 109,365
February	7	14.4%	\$ 111,256
March	6	16.6%	\$ 109,785
April	5	19.9%	\$ 109,763
May	4	25.1%	\$ 110,894
June	3	33.2%	\$ 109,864
July	2	49.7%	\$ 109,862
August	1	100.0%	\$ 111,189
Total Payments			\$ 1,323,925

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.

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.”

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

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."

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.

Plan for Insurance Coverage

The School of Learning Health and Mental Health Professions have contacted Care Providers Insurances Services located in Addison, TX. We have discuss quotes for General Liability, Workers compensation, Abuse & Molestation, Directors & Officers Liability, Professional Liability (E&O) and other insurance coverages to make sure that we are properly covered for our school.

- Professional Liability
- General Liability – limits to \$1MM/\$3MM with “per location” aggregates
- Professional Liability – separate coverage part with limits to \$1MM/\$3MM
- Abuse and Molestation Liability – separate coverage part with limits to \$1MM/\$3MM
- Blanket Fund-Raising events, including liquor
- Social Service Enhancement Endorsement
- Volunteer Workers, Employees and Independent Contractors as Insureds
- Exclusions: Lead, Asbestos, Pollution, Employment-Related Practices, Liquor Liability