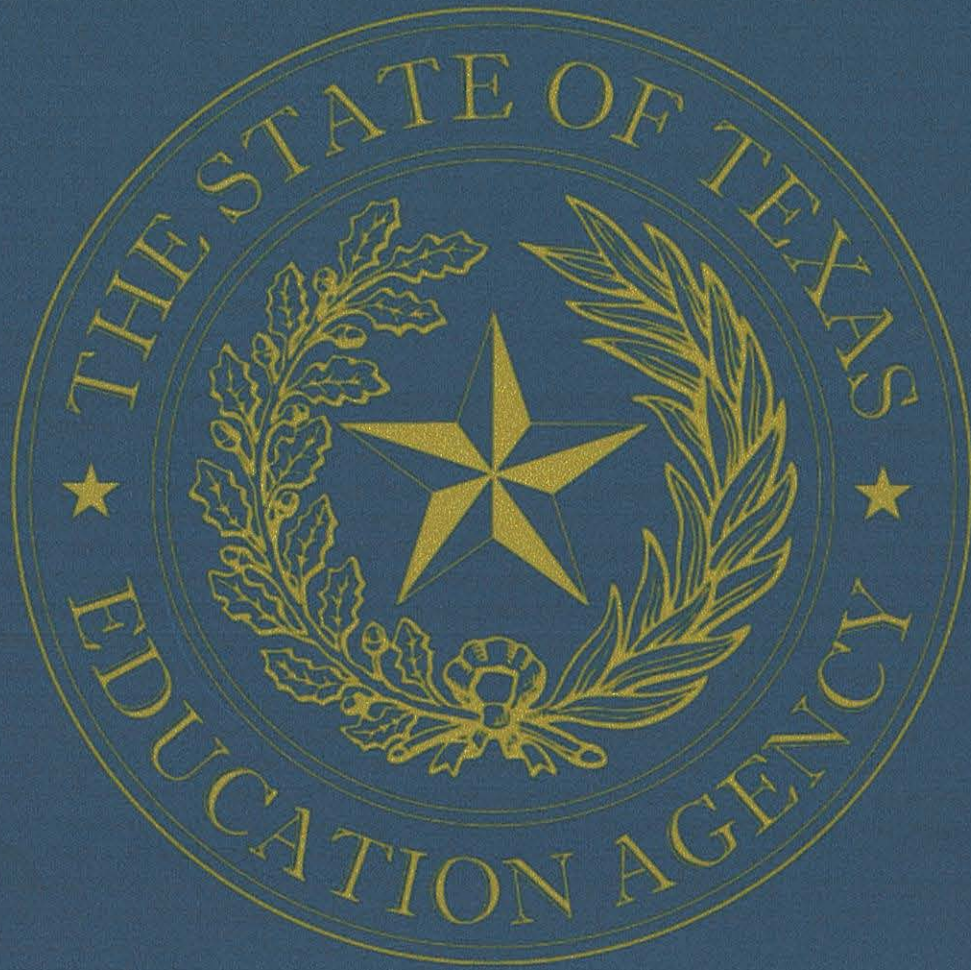


GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: **Unique Education Academy of Success**

Sponsoring Entity: **Unique Education**

RFA: 701-19-113

SAS: 566-19

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Applicant Checklist

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

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

| 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 | Yes |
| | Start-up Plan | Yes |
| Operational and Financial Plans | Financial planning | Yes |
| Attachments | Attachment 1: Articles of Incorporation | Yes |
| | Attachment 2: 501(c)(3) Determination Letter | Yes |
| | Attachment 3: Applicant Information Session Documentation | Yes |
| | Attachment 4: Evidence of Community Demand | Yes |
| | Attachment 5: Certified Mail Receipt Cards | Yes |
| | Attachment 6: Published Notice(s) of Public Meetings | Yes |
| | Attachment 7: Sample Course Scope and Sequence | Yes |
| | Attachment 8: Proposed Discipline Policy | Yes |
| | Attachment 9: Evidence of Community Support | Yes |
| | Attachment 10: Bylaws | Yes |
| | Attachment 11: Code of Ethics and Conflict of Interest Policy | Yes |
| | Attachment 12: Board Member Résumés and Biographical Affidavits | Yes |

| Sections | Required Elements | Complete (yes/no) |
|-----------------|---|--------------------------|
| Attachments | Attachment 13: Organizational Charts for Year 1 and Full Capacity | Yes |
| | Attachment 14: Tool(s)/Process to Evaluate Superintendent | Yes |
| | Attachment 15: Résumé and Qualifications for Proposed Superintendent OR | Yes |
| | Attachment 16: Job Description or Qualifications for Superintendent | Yes |
| | Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team | Yes |
| | Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team | Yes |
| | Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team | Yes |
| | Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team | Yes |
| | Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team | Yes |
| | Attachment 22: Staffing Chart | Yes |
| | Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart | Yes |
| | Attachment 24: Teacher Evaluation Tool(s) | Yes |
| | Attachment 25: Proposed School Calendar (Annual) | Yes |
| | Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions | Yes |
| | Attachment 27: Proposed Admissions and Enrollment Policy | Yes |

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

Applicant Cover Sheet

| | |
|---|---|
| NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL | |
| Unique Education Academy of Success | |
| NAME OF SPONSORING ENTITY | |
| Unique Education | |
| The sponsoring entity is a: | <input checked="" type="checkbox"/> XX 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 | Pamela Celestain | Pamela Celestain | Brenda Wilburn |
| Mailing address | PO Box 7480, Beaumont, Texas 77726 | 925 Green Meadow, Beaumont, Texas 77706 | 11922 Duran Canyon, Houston, Texas 77067 |
| Email address | plgoudea@yahoo.com | pamcelestain@outlook.com | Brendawilburn57@yahoo.com |
| Phone number | 832-348-6624 | 832-348-6624 | 281-748-7383 |

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

II. CHARTER SCHOOL INFORMATION

| | |
|---|--------------|
| Grade level(s) served in Year 1 | K-5 |
| Number of students served in Year 1 | 300 |
| Grade levels served at capacity | K-8 |
| Number of students served at capacity | 1,200 |
| Number of campuses requested | 1 |
| Number of districts within geographic boundary | 1 |

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): |
| 2620 Laurel Ave, Beaumont, Texas 77702 |
| 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: |
| Beaumont, Texas in Jefferson County (77701, 77702, 77703, 77704, 77705, 77706, 77707, 77708) |

III. GOVERNANCE/LEADERSHIP

| | |
|---|-------------------------|
| Number of Board Members | 4 |
| Chairperson of the Governing Board | Brenda Wilburn |
| Chief Executive Officer of the Sponsoring Entity | Pamela Celestain |
| Superintendent of Proposed Charter School | Pamela Celestain |
| Board Member Who Attended Applicant Conference | Brenda Wilburn |

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 |
|------------------|---------------------------------------|--|
|------------------|---------------------------------------|--|

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| | | |
|------------------------------------|--|---------------------------------|
| Pamela Celestain, MED | CTVI-BISD, Diagnostician, Autism/Behavior Consultant | Superintendent/Principal |
| Brenda Wilburn, MED | Licensed Specialist in School Psychology, Spring ISD | Governing School Board Chair |
| Joan Jones, BA | Dyslexia Specialist | Governing Board Member |
| Susan Barefield, PHD (Advisory) | Ret. Executive Special Ed Director/ Educational Consultant | Advisory Board Member |
| Kim Peter Celestain | Owner of Best Pool Service | Governing Board 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? | |
|--|--|---|
| Texas Charter School Association (Consult basis) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> XX |
| | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Attachments

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

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

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



Signature of Chief Executive Officer
of Sponsoring Entity (*Blue Ink*)

1/7/2020

Date

Pamela Celestain

Printed Name

School Overview

Executive Summary

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

OUR MISSION

For every child to be happy and safe as they learn in school.

OUR VISION

Unique Education Academy of Success will create a high quality charter school that educates students toward health, happiness, intellect, and individuality.

OUR VISION OVERVIEW

To fulfill our mission and vision, Unique Education (Unique Ed) developed an inventiveness program combining creativity, originality, and social etiquette with proven educational transformative practices. Unique Ed was established by Pamela Celestain and Brenda Wilburn. After teaching for decades and diagnostically- psychologically assessing hundreds of students, Pamela and Brenda built and serve a therapeutic program that was accessible to thousands of students in charter school districts in the Greater Houston and Beaumont area. Unique Ed draws immensely to creativity. Every child has a creative capacity of richness and uniqueness. Intelligence is an innate heritable trait. Inventiveness is not heritable, but an action of brainpower that must be learned. Unique Ed believes that every child is able to invent. We will inspire our students to utilize their creative thinking, or the ability to invent, as the catalyst of formulating new items and methods that are easier, more economical, healthier, and more powerful using their mindset and competence.

Social etiquette and the importance of lifestyle factors, such as self-worth, self-regulation, self-confidence, and self-relaxation, are underutilized despite evidence of their effectiveness in general education and special education populations. We believe through our social etiquette prominence; students will create originality and an impression of their personality that in turn will shape the perception and positive affirmation of other students toward them.

Good manners cost nothing but may win almost everything. They are the skills of making students feel easy and comfortable. Students will have better relationships with other students at Unique Ed. Courtesy, politeness and having good manners are of importance at Unique Ed Academy of Success. It's all about respecting others and their personal space.

We believe that every student has the capability to process deep constructive and meaningful learning that changes their frames of reference through the use of educational transformative practices. This is achieved by supporting critical reflections on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds.

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Unique Ed's profession-oriented program will assist in intervening with academic and behavioral conditions and atypical behaviors. We will be the catalyst needed to offset these behaviors. Our program will accept all students and we are prepared to cater to those struggling students with cognitive and social deficiencies as identified in our proposed needs assessments. Working with them one-to-one and in small groups, we will be able to provide them with the attention, interventions and hands-on learning not found in traditional schools.

In conjunction with our nation's view of pedagogy that goes beyond the classroom, our staff's goal is to provide students with the opportunity to engage in the life of the school in a number of different ways. Staffers would encourage activities with academic relevance, but in a way that is less formal and less structured than a classroom. We will also tackle gender issues during peer targeted groups that are supervised by staff and/or volunteers.

Through **"WORD UP"** (Wisdom, Organization, Rigor, and Determination for Unique People), students are taught and shown how to:

- respect and encourage each other,
- be engaged in learning,
- develop appropriate learning methodologies,
- problem-solve, collaborate, and seek solutions,
- be on time to fulfill daily commitments,
- dress appropriately, and demonstrate actions that are considerate of the community, campus, and themselves, and
- to be honest with themselves by self-regulation techniques

Unique Ed requests to serve students residing in Beaumont, Texas with a primary attendance zone identifying zip codes of 77701, 77702, 77703, 77704, 77705, 77706, 77707, and 77708. The recruitment goal is to identify students from the Beaumont Independent School District community that have been challenged with academic accountability and adequate student performance goals with the objective to build and maintain a diverse, rigorous, ethnically, and socioeconomically unwavering school.



References:

-www.bmtisd.com; Retrieved on December 29, 2019.

-Walsh, R. (2011). Lifestyle and mental health. *American Psychological Association*, 66 (7), 579 –592 DOI: 10.1037/a0021769.

-Emersonrose, (2013). Importance of Etiquette to Lead a Successful Life,
<https://visual.ly/community/infographic/education/importance-etiquette-lead-successful-life>; Retrieved on
December 30, 2019.

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 checked="checked" type="checkbox"/> XX No <input type="checkbox"/> |
|---|---|

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.

Unique Ed, the sponsoring entity, is proposing to open Unique Education Academy of Success, a Kindergarten through 8th grade enrollment charter school in Beaumont, Texas. We will operate a primary attendance zone in response to community need. Zip codes included in our endeavor is 77701, 77702, 77703, 77704, 77705, 77706, 77707, and 77708. These zip codes encompass the Beaumont ISD school zone. Community support for our proposed model is strong within our primary attendance margin. Unique Ed plans to open a campus facility located in the attendance zone of Smith Middle School, a Beaumont ISD school that has been assigned an unacceptable performance rating for at least two consecutive years under the TEC guidelines 39.054. See information below.

Smith Middle School has approximately 539 students in Grades 6-8. The teacher ratio is around 19:1. The minority enrollment is nearly 98 percent. Students' percentage of students achieving proficiency in math was around 55 percent in 2018-19. This figure is lower than the Texas state average of 78 percent. The percentage of students achieving proficiency in Reading-Language Arts was 55 percent, which is lower than the Texas state average of 72 percent for the 2018-19 school year. Smith Middle School is among the top 20% of public schools in Texas for the following: "Largest percent of students eligible for free lunch, Top 20 percent in the State of Texas".

2019 Accountability Ratings Overall Summary:

Overall: Scaled Score is 52 – F Rating.

Student Achievement: Scaled Score is 51 – F Rating

STAAR Performance: Scaled Score is 51

School Progress: Scaled Score was 55 – F Rating

Closing the Gaps: Scaled Score was 45 – F Rating

Unique Education Academy of Success proposed campus is warranted in this community to ensure adequate student academic performance, instructional choice, opportunities of professional choices, and diverse transformational learning style methodologies.

References:

www.bmtisd.com Retrieved on December 29, 2019.

Txschools.org

Geographic Boundaries

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

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary.

The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §100.1207(f).

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

| Attendance Boundary | Primary Attendance Boundary (if applicable) |
|--------------------------------------|---|
| Beaumont Independent School District | 77701 |
| | 77702 |
| | 77703 |
| | 77704 |
| | 77705 |
| | 77706 |
| | 77707 |
| | 77708 |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| | |
|--|----------|
| Number of charter school campuses currently operating within the occupied district: | 8 |
| Number of traditional school campuses currently operating within the occupied district: | 29 |
| Number of traditional school districts within ten miles of the proposed location: | <u>1</u> |

| | |
|--|--|
| 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"/> XX No <input type="checkbox"/> |
| School Name(s): | Smith Middle School |

Enrollment Projections

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

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 | 34 | 76 | 87 | 101 | 105 | 115 |
| 1 | 56 | 78 | 89 | 97 | 103 | 114 |
| 2 | 63 | 96 | 98 | 108 | 112 | 120 |
| 3 | 51 | 93 | 100 | 122 | 131 | 155 |
| 4 | 42 | 91 | 106 | 117 | 119 | 123 |
| 5 | 54 | 71 | 75 | 123 | 113 | 167 |
| 6 | | 95 | 97 | 107 | 107 | 126 |
| 7 | | | 98 | 115 | 118 | 118 |
| 8 | | | | 110 | 124 | 152 |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total enrollment | 300 | 600 | 750 | 1000 | 1032 | 1200 |
| For the projections below, specify by campus | | | | | | |
| Students per classroom | 18 | 20 | 20 | 20 | 20 | 20 |
| Number of classrooms | 17 | 30 | 38 | 50 | 52 | 60 |

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 | Unique Ed-Academy of Success | Beaumont ISD | NA | NA |
| African-American | 60% | 62% | NA | NA |
| Hispanic | 21% | 19% | NA | NA |
| White | 17% | 14% | NA | NA |
| American Indian | 0% | 0% | NA | NA |
| Asian | 1% | 3% | NA | NA |
| Pacific Islander | 0% | | NA | NA |
| Two or More Races | 1% | 2% | NA | NA |
| Economically Disadvantaged | 75% | 75% | NA | NA |
| English Learners | 10% | 15% | NA | NA |
| At-Risk | 30% | 30% | NA | NA |
| Gifted/Talented | NA | 5% | NA | NA |
| Special Education | 35% | 20% | NA | NA |

Community Engagement

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

Our community engagement includes serving the communities and students residing in zip codes 77701, 77702, 77703, 77704, 77705, 77706, 77707, and 77708. Our proposed instructional plan has been customized to meet their unique needs. Some examples are featured below:

- A) Our instructional model engrosses students in lifestyle-based learning (LBL) to assist students in identifying their desires through educational techniques that mimics real-life situations providing them with assertion over their performance of work. During our Public Meeting and community awareness event, the community was informed of our hands-on approach, which included an overview of the Texas Essential Knowledge and Skills (TEKS) objectives through LBL so that students are successful in core subjects, while addressing lifestyle therapeutic advantages that are not incorporated at their current local public schools.
- B) Our students participate in exercise, nutrition, health and wellness, relaxation and anxiety deduction, just to name a few. There are no public schools that offers daily wellness strategies anywhere in Beaumont, Texas. The health and wellness approach will allow students to experience positive behavioral outcomes that will prove to increase academic performance.
- C) Our intensive educational model will meet the needs of all students whether they are identified by being disabled and/or nondisabled. Moreover, we will offer English Second Language (ESL) classes, Dyslexia classes, Social Skills classes, all taught by certified specialists.
- D) Our students will engage in constructive peer role-playing, positive behavioral learning, academic social etiquette learning, and crisis awareness and prevention, just to name a few activities within our social-emotional learning (SEL) program that will assist our students dealing with sensitive situations at home and/or challenging trauma-type issues. We will have a team of certified professionals experienced in behavioral interventions.
- E) Our campus will build on partnering with every family represented in our school. We will identify barriers that may hinder our families' structure, such as income issues, language barriers, work schedules, flexibility, and/or transportation; and we will make every effort to assist our families with meeting their needs to ensure that every family is involved in their child's education.

References:

-www.bmtisd.com. Retrieved on December 29, 2019.

-serc.carleton.edu/introgeo/interactive/roleplay.html. Retrieved on December 29, 2019.

-public.tableau.com/en-us/s/gallery/Beaumont-population-characteristics-zip-code,txschools.org.

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campus' best practices and collaboratively problem solve by working as a team to find specifically customized solutions to challenging problems some of our students may be facing.



Curriculum and Instruction

Enter narrative response to the prompts in this section of the application. *Reference Attachment 7 in the response.*

Unique Education Academy of Success campus will implement an assured and sustainable curriculum based on the Texas Essential Knowledge and Skills (TEKS). The State of Texas standards will be incorporated through highly engaging and culturally-related relevant lessons that are aligned vertically to ensure the continued growth of students and to ensure that students meet adequate achievement expectations set forth by the Texas Education Agency.

Unique Education campus will:

1. Incorporate a framework for Professional Learning Clusters (PLCs) to assure that the academic needs of all students are met by creating a plan to address four areas: curriculum, evaluation, early intervening techniques, and enrichment/enhancement academics.
2. Incorporate and sustain a curriculum from K-8th grade that is vertically aligned with the state criteria and delivers meaningful practical experiences for students that are rigorous and appropriate.
3. Design an academic program that will focus on differentiated tier-one teaching that all learners, including diverse learners, within our campus by using ethnically-relevant, precise, and interesting instructional activities.
4. Incorporate differentiated, tiered support through in-class differentiated teaching and tiered early intervening techniques by targeting students who are identified as in need of support by providing small group and individual educational settings.
5. Design a professional development plan, conducted at the end of each semester, to support Unique Ed's personnel in providing the highest-quality teaching for all students by providing ongoing learning in the areas of cultural-relevant instruction, multi-cultural awareness, social emotional learning (SEL), social trauma-informed care, highly effective instructional strategies, and early interventions in reading and writing.
6. Complete a yearly comprehensive need evaluation (CNE) with the staff, which will assess the needs of the campus in all areas and help the campus create a design-development policy by way of progress monitoring instruments.

Unique Education will focus on meeting the specific needs for each student enrolled on its campus. The empowerment provided by our autonomy will allow the campus to maximize instructional time, provide training necessary for higher teacher effectiveness, and adjust instructional planning to best meet the needs of students.

Unique Education will ensure that every child will enter with a pledge to maximize their potential and exits with a career action plan. By ensuring every student has a clear road to success, Unique Education will personalize learning for its students and ensure that all students look forward to experiencing a bright future. Please see Attachment 7.

References:

-Attachment 7

<https://txschools.gov/schools/246801001/overview> on TEA website.

-AMI: Association Montessori Internationale: Teaching Montessori: Details of Montessori teaching methods and history. Retrieved from <http://www.montessori.edu/info.html>



Strategies for Assessment of Learning and Data-Driven Instruction

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

Unique Education will provide TEKS-aligned data analysis compiled weekly, prerequisite, multisensory learning environment necessary for the academic needs, while providing additional staff with increased behavioral management training. We will use proactive strategies to decrease the incidence and occurrence of behavior that can hinder the learning environment by utilization social skills instruction, academic remediation, and positive interventions.

Unique Education's strategies for assessment of learning and data-driven instruction will include, but not limited to the following:

1. Support and inspire all students to reach their highest ability through the growth of their understanding, talents, and aptitudes with the utility of research-based resources.
2. Equip and maintain Unique Education's facilities that will encourage and nurture a culture of fairness, safety, respect, and productivity across all learning environments with the utility of research-based tools. This strategy will build positive communication and relationships, reduce suspension, and increase joyful motivations.
3. Provide a refreshed focus on retaining top-performing teachers through methods such as strategic compensation, creation of differentiated roles and incorporating a teacher pipeline vendor of great teaching talent.
4. Assess and practice an extended learning time model that may include options such as an extended school day, tutorial Saturdays, or vacation academies.
5. Engage parents, student families, and community stakeholders to partner with Unique Education in the areas of social emotional learning and early literacy.
6. Schedule weekly administrative meetings to ensure collaboration occurs among staff regarding instructional data analysis/PLCs/ teacher observations, teacher coaching, and positive feedback.

References:

- Marshall, C. (2017). Montessori education: a review of the evidence base. *NPJ Science of Learning*, 2(11), 1-9, DOI: 10.1038/s41539-017-0012-7
- Rogers, S. (2008). Beyond special and regular schooling? An inclusive education reform agenda. *International Studies in Sociology of Education*, 18(2), 99-116.

Supports for Special Populations

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

Unique Education will ensure equitable access to quality instruction and ensuring that each student is able to obtain their optimal potential. Our school will comply with all relevant statutes, policies, and procedures as it relates to students with disabilities under Section 504 and the IDEA – Individuals with Disabilities Education Act.

Using the guidelines set forth under federal rules and regulations from the Individuals with Disabilities Education Act (IDEA) and those from the Texas Education Agency, our campus will use a process for identifying if there is a suspect disability that warrants the need for evaluation and/or specialized instruction through Special Education support services and Section 504 services.

Section 504

For children with disabilities that have extensive constraint, in a major life activity affecting the child's ability to access instruction productively, as determined by the 504 committee, a Section 504 Individual Accommodation Plan will be created and implemented. If the child requires more than a Section 504 Individual Accommodation Plan and has an educational need for additional services, the student will be referred for an IDEA evaluation.

Individual Disabilities Education Act (IDEA) Policies and Guidelines

Referral for IDEA Evaluation: Whenever a student is referred for an assessment, the campus administrative team is responsible for clearly documenting, prior to making a referral to the special education department for assessment of a student suspicion of having one of the 13 disabilities defined in IDEA. Paperwork for IDEA processing will include but not limited to the following:

1. Clear description of the suspected disability and/or specific deficit skill and subject matter, as appropriate
2. Designated intervention including monitoring, frequency, and duration
3. Designated assessment that has been administered to monitor and track progress and development

Following the appropriate documentation data gathering, the administrative team will meet with the student's parent(s)/guardian(s) to discuss a referral for a full individual and initial evaluation. After a fully informed consent to evaluate is completed by the parent, the administrative team will do the following:

1. Forward the referral information to an evaluation specialist

2. Evaluation specialist will provide parent/guardian with Prior Written Notice of its proposal or refusal to evaluate the student and a copy of Procedural Safeguards
3. Evaluation specialist will contact the parent to discuss the consent to evaluate form and complete additional evaluation, as appropriate
4. Evaluation specialist will enter referral information into the special education data management system

Timeline: Unique Education Academy of Success will promptly request parent/guardian consent to evaluate the student to identify if the student needs special education support services and related services if an educational eligibility is suspected and will adhere to the timelines as described in TEA codes 34 CFR 300.301 and 34 CFR 300.303, unless extended by mutual agreement of the student's parent/guardian and a group of qualified professionals, as described in 34 CFR 300.306 (a)(1).

Holding the Admission, Review, and Dismissal Committee Meeting (ARDC): The Admission, Review, and Dismissal Committee (ARDC) must make its decisions regarding a child's initial eligibility determination and, if appropriate, Individualized Education Program (IEP). Per the Individuals with Disabilities Education Act (IDEA), children with disabilities are to be provided with a Free Appropriate Public Education (FAPE) and be educated to the greatest extent appropriate with their non-disabled peers. Per their Individual Education Plan (IEP), children will be provided with specialized instruction that supports their IEP goals within the Least Restrictive Environment (LRE). Supplementary aids and services will be provided to confirm the child has access to their LRE and campus activities. If the child needs speech services and/or related services, consent to evaluate the child will be provided, and if the child is eligible, services will be rendered at a frequency and duration the ARDC determines appropriate.

Unique Education Academy of Success will offer a full continuum of services ranging from least restrictive to most restrictive will confirm that students with disabilities have access to the general education curriculum and any other program that is afforded to their nondisabled peers. As the ARDC recommends the placement decision, the school will consider each child's unique needs and supports and determine which placement allows for the full completion of the child's IEP, including children with mild, moderate, and profound disabilities as stated in TEA's code 300.

Unique Education will incorporate early intervention strategies that are based on clear research that early interventions are crucial for educating children with Autism, Dyslexia, or any other special needs. Our program will offer early intervention assessments, teacher training, and parent resources training for all students, as appropriate. Oftentimes, parents are persuaded to "wait and see" and hope their child will "grow out of it". However, research shows that children who struggle with pre-reading and reading skills in kindergarten will not catch up to their peers without intensive intervention, especially if there is a family history of autism, dyslexia, or an undiagnosed learning discrepancy. Sadly, the most effective window for this early intervention comes well before students in traditional learning schools are determined and diagnosed with

Autism. It is important that early and customized involvements and interventions for students are implemented for improving the effectiveness of remediation.

Teachers will monitor to ensure that students with disabilities are making progress. This includes sending progress notes corresponding with the grading period to the parent/guardian of the student indicating whether the student has met criteria or not. If the student is not making progress towards goals and objectives, an ARDC will meet to examine the student's need and services, and make adjustments, as appropriate. Progress notes will go out during the same time of the grading period. The campus will revise the IEP as necessary to address a student's lack of expected progress toward the annual goals and in the general education curriculum as stated in 34 CFR 300.324.

Unique Education will have a comprehensive and compelling plan for providing services to English Language Learners (ELLs), including methods for appropriate identification of ELLs, specific instructional programs, practices, and strategies the school will employ to ensure academic access and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from service, and plans for including ELLs in standardized testing and schoolwide educational, extracurricular, and culture-building activities.

Within 30 days of each student's enrollment, Unique Education will conduct a home language survey to identify the language consistently used in the home and language normally used by the student. The home survey shall be conducted in English and in the home language and be signed by the student's parents if the student is in kindergarten through grade 8. Unique Education shall conduct only one home language survey of each student. The home language survey shall be administered to each student new to the campus. If a student is identified through the home language survey as normally speaking a language other than English, the student shall be tested in accordance with 19 Administrative Code 89.

For students in kindergarten through grade 1, a TEA approved oral language proficiency test will be assessed to identify English proficiency in the listening and speaking language sectors. An additional reading and writing norm-referenced evaluation will be assessed for those students in grades 2-8. Students may meet eligibility if the students score or relative degree of achievement on the TEA-approved English proficiency tests is below the levels established by TEA as indicative of reasonable proficiency. The Language Proficiency Assessment Committee (LPAC) based on results of the English proficiency test determines a decision.

Unique Education will incorporate the UNIQUE Learning System for students who may need early intervening services in reading and math. UNIQUE Learning System is a one-of-a-kind research-based instructional program designed specifically to give students with multifaceted learning needs significant access to the general education curriculum. It is aligned with the TEKS and supported by the readiness for the STAAR state assessment.

Unique Education will have a Gifted and Talented (GT) program for those students who make commended performance on the STAAR Test. We will meet the needs of children who have

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proved complex thinking abilities and a need for significant academic challenge and rigor. Our instruction will have depth and intricacy, analytical thinking, higher level thinking, problem solving as well as creative thinking. GT students will be given a gifted education blueprint (GEB). GT students will be given opportunities to create products that reflect uniqueness and originality. We will have differentiated curriculum that is both innovative and enriched for students identified as exceptional learners. Based on student strengths, instructors using GEBs will identify appropriate accommodations and modifications needed to confirm that the students' individual needs are being met within classroom instruction.

We will establish and operate a language proficiency assessment committee. We will have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee. If the student meets eligibility, the LPAC will give written notice to the student's parent advising that the student has been classified as an English Language Learner (ELL) and requesting authorization to place the student in the required ESL program no later than the tenth calendar day. We will take constructive steps to assign certified teachers to the required English as a second language (ESL) program in accordance with TEC code 29.

Once a student is identified as an ELL student, the teacher shall apply the English Language Proficiency Standards (ELPS) as an essential part of each subject in the required curriculum. To exit the program, an ELL student may be reclassified as English proficient only at the end of the school year where a student would be able to partake equally in a general education.

Second grade students who have been identified as Limited English Proficient must achieve at the 40th percentile or higher on the Language Arts and Reading portions of the Iowa Test of Basic Skills (ITBS) and receive an Advanced High on Listening, Speaking, and writing portions of the Texas English Language Proficiency assessment System (TELPAS). TELPAS measures students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). An exit plan and a LPAC meeting is required to complete pertinent documentation in order to exit from the ELL program. The parent is required to sign the exit plan and an exit letter. TELPAS results are used in accountability and performance-based monitoring indicators.

Unique Education Academy of Success will join the movement "Because I said I would. A promise made. A promise kept." Because I said I would is a social movement and 501©(3) nonprofit organization dedicated to the betterment of humanity through promises made and kept.

For many years, people gather and bond over food and drink, especially coffee. People gather at parks, gyms, and in their neighborhoods. In year five, Unique Education will open a coffee shop on the grounds of the campus to promote entrepreneurship. We will teach our students the skills of having an entrepreneurial spirit, positive attitude, being results-oriented, being dependable, responsible, and what it means to be called a team-player. Our eight grade students will get the opportunity to learn and obtain business skills while volunteering in the coffee shop before school and after school.

We will offer extracurricular activities throughout our school day to include:

1. Technology programming. Students will learn how to code and decode computer programming.
2. Skateboarding. Students will learn the basic skills of skateboarding.
3. Rollerblading. Students will learn the basic skills of rollerblading.
4. Cooking and culinary studies. Students will learn how to prepare basic meals.
5. Flower design. Students will learn how to design flower bouquets.
6. Mad Science. Students will create lotions, cologne, soap, candles, etc.
7. Line dancing. Students will learn the basic skills of square-dancing and popular line dances.
8. Nature exploration. Students will interact with natural environments.
9. Sewing and apparel design. Students will design and produce basic apparel.
10. Guitar and piano keyboarding. Students will learn the basic skills of guitar and piano play.
11. Trumpet and bugle. Students will learn the basic skills of brass instruments.
12. Golf and tennis. Students will learn the basic skills of golf and tennis to reduce anxiety.

Unique Education recognizes and has the capability to satisfy all state and federal responsibilities and commitments pertaining to students with disabilities, ELLs, and students identified as cognitively gifted, as appropriate.

References:

- <http://becauseisaidiwould.org>. Retrieved on January 16, 2020.
- Flynn, L. J., Zheng, X., & Swanson, H. L. (2012). Instructing struggling older readers: A selective meta-analysis of intervention research. *Learning Disabilities Research & Practice*, 27(1), 21–32.
- TAC code 19 and TEC code 29, 39
- TEA – Region 18 Legal Framework: <http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>. Retrieved on January 16, 2020.
- Unique Learning System. <http://n2y.com>. Retrieved on January 17, 2020.
- Wexler, J., Vaughn, S. & Bryan, D. (2008). Intervention provided to linguistically diverse middle student with severe reading difficulties. *Learning Disabilities*, 23 (2). 79-89.



School Culture and Safety

Enter narrative response to the prompts in this section of the application. *Reference Attachment 8 in the response.*

Unique Education Academy of Success school will enforce a multi-tiered system of supports that involves psycho-education, therapeutic supports, social-emotional, and behavioral best methods. In order to maintain highly effective campus systems, staff will engage in ongoing professional learning opportunities and facilitated conversations by way of scheduled staff development days, weekly PLCs, and peer-to-peer responses.

Preventive Methods – Tier 1

We will promote an environment focused on college, career, and military readiness, by making sure we offer academic curriculum and a framework of supports for students' social-emotional and behavioral well-being. We will have family nights to promote positive school-family relationships that will be conducted through rich programs of family engagement. We will organize a parent advisory team (PAT) that will work with the instructional staff and the administrative team to develop a yearlong positive plan of action to involve as many parents with school activities as possible. Campus social, emotional, traumatic, and behavior techniques will be implemented through a crisis program vendor of trauma-delicate practices. This program will allow educators to seek out the root causes of behavior rather than simply respond to behavioral symptoms and work to find ways to assist students in coping with the struggles that impact them both at home and at school.

Approachable Methods – Tier 2

In Tier 2, the administrative team will serve as a problem-solving resource that assists teachers in the creation of behavior support interventions for struggling students. They will review analysis, collect teacher and parent input, analyze patterns and functions of the behavior and determine how best to meet the needs of specific students. Students will receive targeted social skill instructions in small group setting to help close academic gaps. Families who are in need of additional support will be able to access community resources at our family resource desk to help address any issues in the home life of our students that may be hindering our student's well-being.

Enhanced Methods – Tier 3

Once supports in Tiers 1 and 2 have been expended, the Unique Education will have the opportunity to use student supports to access additional resources, such as one-on-one staff mentors that are warranted in therapeutic interpositions. Field trips will be implements as a hands-on learning experience. Going on field trips offers all students a unique cultural learning

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experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject. Field trips broaden a student's understanding of the world and their place in it. It can also deter behavioral infractions. Please see Attachment 8.

References:

www.apa.org. Retrieved on January 18, 2020.



Promotion and Graduation Requirements

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

Unique Education Academy of Success will work with the school board to identify rigorous and robust student performance goals in alignment with the state accountability system.

Promotion:

Unique Education Academy of Success will adopt the Beaumont Independent School District's Grade Promotion policy. We will require that students in grades K-5 must receive a passing grade in language arts and mathematics. Students in grades 6-8 must receive a passing grade in language arts, mathematics, science, and social studies. Under the Texas Education Code, a student must demonstrate academic achievement of the subject matter of the grade level in order to be elevated to the next grade. We will look at students' grades, teacher recommendations, STAAR scores, and other academic information. If a student is in 5th or 8th grade, the student must perform satisfactorily on the STAAR test in reading and math to advance to the next grade level.

We will endorse the overall A-F grading system.

We will be aggressive in obtaining the following:

1. School progress grades of B or higher by year 3 for our Elementary campus
2. School progress grade of C or higher by year 3 for our Middle School campus

A school performance framework to measure what is important to the greater community and that clearly demonstrates areas of strength and areas of focus will be developed for the 2020-2021 school year. This framework will align closely with state performance expectations and may include measures such as STAAR growth and curriculum based assessments.

Graduation: Not Applicable: Unique Education Academy of Success does not include any high school.

References:

-TEC 28

Family and Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference Attachment 9 in the response.*

Unique Education Academy of Success will excite parents into supporting their children and taking an active role in their child's education by creating innovative ways of communication and involvement. It is vital for schools and families to be partners in their child's education. We have open and confidential collaborative movements built on trust and a shared child-focus vision of their child's academic success.

We will partner with the Beaumont Independent School District (Bmt ISD) by attending their family and community events for the betterment of serving all student families in our city. For our family events we will include the entire family of each student in our scheduled family nights. We will find ways to include these family members by assisting them in overcoming barriers that may hinder their involvement. We will open our doors to the Beaumont ISD school officials as well as the community leaders so that we will all be stakeholders in all of our children's education. We will be open to listen to their experiences, needs, and views of their child's education.

Our goal is to be interconnected with our families and our community. We will be the cornerstone between our families and the community. We will serve our families and community in order to build strong bonds with them for the betterment of their child's education. Please see Attachment 9.

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 |
|-----------------------|--------------------------|--|
| Joan Jones | Reading Specialist | 25 years |
| Brenda Wilburn | LSSP | 35 years |
| Kim Celestain | Business Owner | 31 years |
| Susan Barefield | Special Education Expert | 30 years |
| | | |
| | | |
| | | |
| | | |
| | | |

Please see Attachment 10-14.

Proposed Superintendent Qualifications

Enter narrative response to the prompts in this section of the application. *Reference Attachments 15-16 in the response.*

925 Green Meadow Street
Beaumont, Texas 77706

(832) 348-6624 – cellular
plgoudea@yahoo.com
pamcelestain@outlook.com

Pamela Lynette Celestain, MEd.

Objective

To obtain a rewarding career in supporting and serving Texas students.

Experience

2017 – Present Representative of various school districts and charters

Diagnostician/Educational Specialist/Texas Educational Nonprofit Lobbyist

- Assist management team with fulfilling the vision of the district,
- Communicate with State Senators, State Representatives, and Community Leaders,
- Support the implementation of district research and development projects in academia and trends,
- Assist with teambuilding techniques to empower district leadership staff,
- Oversee and maintain compliance with Texas Education Agency policies and regulations,
- Assist with T-TESS and professional development sessions and assemblies,
- Assist with the development of strong parent and community involvement,
- Oversee and facilitate special program compliance, and
- Assist with academic data analysis and data-driven state reporting.

2011 – 2017 Beaumont Independent School District
Houston, Texas

Diagnostician/VI Teacher

Responsible for monitoring, verifying, amending, creating and T.E.A. complying, of all but not limited to the following:

- Assist and/or oversee the establishments of goals and objectives for the Special Education Department,

- Conduct Functional Vision Evaluations and Learning Media testing,
- Provide Braille instruction and/or Braille services,
- Provide input to the IEP committee regarding student's academic strengths and weaknesses based on psycho-educational testing,
- Monitor student's educational progress in relation to their IEP goals and objectives, recommending appropriate modifications and accommodations to curricular content and instruction, as needed

2008 – 2011 Various school districts and charter schools in the area
Houston, Texas

Director of Special Ed Consultant/Educational Diagnostician

Responsible for monitoring, verifying, amending, creating and T.E.A. complying, of all but not limited to the following:

- Assist and/or direct the strategic planning process for the Special Education Department,
- Assist and/or oversee the establishments of goals and objectives for the Special Education Department,
- Conduct Functional Vision Evaluations and Learning Media testing,
- Provide Braille instruction and/or Braille services,
- Provide Auditory instruction and/or Deaf and Hard-of-Hearing services
- Provide input to the IEP committee regarding student's academic strengths and weaknesses based on psycho-educational testing,
- Assist and/or oversee the modification of improvement plans as needed to accomplish LEA goals and priorities,
- Interpret results of psycho-educational testing in relation to student's educational placement and programming to parents, teachers, administrators, and students,
- Monitor student's educational progress in relation to their IEP goals and objectives, recommending appropriate modifications and accommodations to curricular content and instruction, as needed,
- Assist and/or oversee that adequate supplies and equipment are available and advise for the disposal of unnecessary equipment,
- Provide ongoing consultative services to school, community, and parents regarding students,
- Ensure two-way communications between parents, students and community agencies to notify families of services available,
- PBMAS, Disproportionality, and AYP monitoring and reporting,
- Accountability compliance and reporting of state and federal funding,

- Special Education State Performance Plan Indicators 6, 7, 11, 12,13, and 14 reporting and submissions,
- Special Education PEIMs monitoring,
- Mentoring and supervising Special Education Professionals

2007 - 2008 Houston Charter School Special Education Co-op (SSA)
Houston, Texas

Instructional Support Officer/ Assistant to the Special Education Director

- Responsible for overseeing the Special Education Department of the member schools in the Shared Service Agency (SSA)
- Aid and organize all assessment testing, folder audits, Special Education funding and/or accounting, PEIMS coding, PBMAS reporting, Transition reporting, assessment finders, and T.E.A. compliance of all Special Education processing.

2005 - 2007 Two Dimensions Preparatory Academy Charter School
Houston, TX

Special Education Educator (Certified) and Campus Department Head

- Responsible for student individual education plans.
- Report all PEIMs reports to state agency (Texas Education Agency).
- Facilitate and coordinate all testing, file audits, conferences, seminars, supply inventories, and all meetings including but not limited to ARD meetings.

2002 - 2005 The Ehrhart School of Fine Arts Beaumont, TX

General Studies Teacher

- Responsible for teaching instruction of Language Arts, Math, Social Studies, and Science for various grade levels (3rd thru 8th).
- Responsible for cultural programs.

1998 - 2002 Various companies (i.e., Hewitt Associates, Synergy, American Diabetes Association, BMC Software, Resource Staffing, Burnett Staffin
Houston, Texas

Freelance Business Systems Analyst and Database Manager.

- Responsible for analysis of client's Health and Group Benefit requirements, GUI panels, transactions, running queries, and set-up systems.
- Documented client processes, procedures, and rand reports using SQL, Access, Data Junction, and Infomaker.
- Maintained financial data in client's database.

1989-1997 City of Houston Air Quality Control Houston, TX

Environmental Quality Specialist

- Responsible for knowledge of local, state, federal pollution laws, procedures, and policies, governing air pollution, an asbestos.
- Performed basic technical inspections, analysis, and detection of

contaminates.

- Responsible for all narrative reports of all environmental investigations.

| | | | |
|---------------------------------|------------------------------------|--|-------------------------------|
| Education/Certifications | 1988 | University of Houston – Clear Lake | Houston, TX |
| | | B.A., Natural and Applied Science - Chemistry. | |
| | 2007 | Certified Special Education Teacher (EC – 12) | |
| | 2009 | Prairie View A&M University | Prairie View, TX |
| | | MEd., Special Education | |
| | 2009 | Certified Educational Diagnostician (EC – 12) | |
| | 2014 | CTVI, VI certification (EC – 12) | |
| References | | Deaf and Hard of Hearing certification (EC – 12) | |
| | 2015 | Autism Certification Program (IBCCES) | |
| | 2017 | | |
| References | Karla Floyd | School Counselor | Houston, Texas (713) 301-9829 |
| | Cynthia Williams (409) 330-3469 | Edu. Diagnostician | Orange, Texas |

Please see Attachment 15-16.

Proposed Instructional Leadership Team

Enter narrative response to the prompts in this section of the application. *Reference Attachments 17-19 in the response.*

JOAN G. JONES

939 County Road 740

Buna, Texas 77612

(409) 289-7441

joan64pa@gmail.com

Experience

August/2016-Present

Aldine Independent School District (Houston, Texas)

- * Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.
- * Implemented instructional strategies for all students. (ESL/Regular Ed./Inclusion)
- * Wrote action plans to improve student academic performance.
- * Provided a classroom library for students that consisted of various reading levels.
- * Created reading/writing/math journals and interactive notebooks that enhanced the students' learning as well as their creative abilities.
- * Collaborated with teachers and administrative staff about ways to improve student performance and mastery levels.
- * Provided students with ongoing assessment portfolios that enhanced their academic performance.
- * Analyze student monthly fluency checkpoints.
- * Created student-centered products that focused on various skills and objectives.
- * Created student-centered centers/workstations that focused on various skills and objectives.
- * Participated in the Angel Tree Foundation.

* Communicated with parents about student attendance, academic performance, and parent-involvement activities.

August/2015-June/2016

Beaumont Independent School District (Beaumont, Texas)

Homer Drive Elementary School

Position: Teacher (Language Arts/Social Studies/4th Grade)

* Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.

* Implemented instructional strategies for inclusion students, and students with emotional and learning disabilities.

*Implemented daily instructional strategies, such as:

-Flexible Grouping,

-“Do Now” mini-lessons,

-Exit Tickets to conduct a proper closure to the day’s lesson and

-Engagement activities to enhance student interaction and motivation.

March/2012-June/2015

Aldine Independent School District (Houston, Texas)

Carter Academy

Position: Teacher (Language Arts/Social Studies/Gifted and Talented/4th Grade)

* Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.

* Implemented instructional strategies for inclusion students, and students with emotional and learning disabilities. (Anchor Charts, motivational activities, Computer-generated engagement activities)

*Implemented instructional strategies in educational programs, such as:

Guided Reading/CAFE© Menu Program and Flexible Grouping

Jan./2002-June/2011

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Aldine Independent School District (Houston, Texas)

Oleson Elementary School

Position: Teacher (Language Arts/4th Grade- Self-Contained/4th Grade

- * Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.

- * Implemented instructional strategies for inclusion students, autistic students and students with emotional and learning disabilities.

- * Provided lessons/activities for 1st, 2nd and 3rd Grade students.

(Summer Enrichment Program)

- * Created writing strategies and techniques to enhance academic writing skills, such as: brainstorming, prewriting editing and publishing compositions.

- * Wrote action plans to improve student academic performance.

- * Provided a classroom library for students.

- * Created reading/writing/math journals and interactive notebooks that enhanced the students' learning as well as their creative abilities.

- * Collaborated with teachers and administrative staff about ways to improve student performance and mastery levels.

- * Provided students with ongoing assessment portfolios that enhanced their academic performance.

- * Analyze student monthly fluency checkpoints.

- * Created higher order thinking word walls.

- * Created student-centered products that focused on various skills and objectives.

- * Member of the SNAPP committee. (Students Needing A Pat and Push)

- * Displayed class academic progress by posting goal sheets.

- * Communicated with parents about student attendance, academic performance, and parent involvement activities.

Aug./1996-Dec./2001

Port Arthur Independent School District (Port Arthur, Texas)

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Franklin Elementary School

Pease Elementary School

Position: Teacher (Language Arts/ 4th-5th Grade)

(Self-Contained: Applied Skills)

- * Collaborated with teachers and administrative staff about ways to improve student performance and mastery levels.

- * Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.

- * Implemented instructional strategies for inclusion students, autistic students and students with emotional and learning disabilities.

- * Worked with students in the Applied Skills Program.

- * Provided a classroom library for students.

- * Created higher order thinking word walls.

- * Created student-centered products that focused on various skills and objectives.

- * Communicated with parents about student attendance, academic performance, and parent involvement activities.

Education/Certifications

***Lamar University-Port Arthur**

(August/1983-Dec./1986)

(Data Entry Certificate)

***Lamar University –Beaumont**

(August 1990-Dec./1995)

(BAAS Degree)

Texas Teaching Certificates

(Elementary Self-Contained: Grades 01-08)

(Elementary Reading: Grades 01-08)

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(English as a Second Language Supplemental: Grades 01-08)

Accomplishments

SHABE: ESL Teacher of the Year (Carter Academy: 2014-2015)
(Suburban Houston Association for Bilingual Education)

Teacher of the Year (Pease Elementary School: 2000-2001)

Region 5 Teacher of the Year (2000-2001)

****References****

Jennifer Price, Principal

Carroll Elementary

(281) 878-0340

jmprice@aldineisd.org

Terra Thompson, Assistant Principal

Carroll Elementary

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Ana Flores, Assistant Principal

Carroll Elementary

(281) 878-0340

afflores-bolivar@aldineisd.org

*****Unique Education Academy of Success will hire quality teaching staff to ensure our students have effective teachers and paraprofessionals on day one.**

Please see Attachments 17-19.

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.*

Floyd Green CPA is a licensed CPA in Atlanta, GA. Floyd Green Jr CPA is the owner of Floyd Green Jr., CPA PC. The firm works with small businesses and individuals nationwide, providing income tax, incorporations and businesses service. We also offer non-traditional business services such as 501c3 setup. We have set up well over 4,000 501c3 organizations across the nation and offer ongoing support for many of these organizations. We have been in business since 2003 and have served thousands of clients.

About the Founder Floyd Green, Jr., CPA, CFA

Floyd has spent 19 years in the financial services industry. His experience has been as a banking regulator, accountant, investor and financial advisor. He started Floyd Green Jr. CPA PC in 2003.

Floyd has attained the following professional designations, licenses and education:

MBA, Emory University
Certified Public Accountant
Series - 66 Completed
Chartered Financial Analyst
Certified Management Accountant
BA, Accounting / Economics, Tougaloo College

Floyd has served as the President of Floyd Green Jr., CPA PC. He is a frequent speaker for SCORE, a volunteer organization, providing expertise to small businesses. He is a member of the Institute of Chartered Financial Analysts and the American Institute of Certified Public Accountants. Previously, he served on the Board of Directors of The Atlanta Society of Financial Analysts and the Board of Directors of The Tougaloo College National Alumni Association.

Prior work experience is detailed below:

1995 - 2002, Vice President, Back-up Portfolio Manager and Investment Analyst at Salomon Smith Barney in Atlanta, GA. Responsible for analyzing public companies and recommending stock to the Chief Investment Officer. Served as the final decision maker on \$4.0 billion investment portfolio in the absence of the Chief Investment Officer.

1994 - 1995, Graduate Studies in the accelerated one-year MBA program at Emory University, Atlanta, GA.

1995, Financial Analyst, Prudential Bank in Atlanta, GA. While attending graduate school, worked in asset based lending area. Determined the financial capacity of borrowers and the adequacy and reasonableness of collateral securitizing loans.

1992 - 1994, Senior Auditor and Consultant at Kenneth Leventhal & Co. in Houston, TX. Responsible for managing field work and staff in performing audits of companies. Work engagements included mergers, acquisitions and IPOs. Performed due diligence on sales of bulk loan portfolios for private investors and Resolution Trust Corporation.

1990 - 1991, Bank Examiner at FDIC, Baton Rouge, LA. Examined banks of all sizes throughout the US. Work included analysis of all financial statements and determining banks' compliance with governing laws and regulations. Determined adequacy of capital, asset quality, management ability, earnings and liquidity.

Please see Attachments 20-21.

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Performance Management

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

During the interview process, we will make sure our PEIMS associate has the basic understanding of basic database triangulation, problem-solving errors and during data handling, accuracy in data transcription, and Microsoft Office proficiency. Once hired, in collaboration with ESC Region 5, we will provide continued professional development and training on: PEIMS Data Standards, data collection and submission, PID Enrollment Tracking, TR Ex software, Edit+, and TSDS Unique ID & PEIMS.

From TEA website:

“Through the Public Education Information Management System, known as PEIMS, Texas has built one of the largest education data bases in the world. This data provides a treasure trove of information for researchers, parents and the public at large to mine and learn about the workings of districts and charters, as well as TEA. That information and other data is used to create a number of reports that provide information about a variety of topics, such as student performance, spending and implementation of legislation.

The Texas Academic Performance Reports (TAPR), formerly known as the AEIS (Academic Excellence Indicator System) reports, pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and low income status. The reports also provide extensive information on school and district staff, programs, and student demographics.”

References:

-TEA website on PEIMS reporting

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.*

Unique Education will have employ professionals highly experienced in Finance, Curriculum and Learning Styles, Psychopathology, Special Education, and Human Resources. We will also have extensive training for our all support staff, including but not limited to the following,

- Paraprofessionals
- Administrative assistants
- Custodians
- Behavioral specialists
- Contracted staff

To grow and mature our hiring policies at Unique Education, we will be building our Human Resources (HR) Department to focus on identifying, recruiting, and hiring qualified school professionals and support staff.

Unique Education will utilize Zoho Recruit for our talent search. Zoho Recruit is a combined talent management system for HRs around the world. It is a solitary, reliable program that is used for tons of processes like talent procurement, career training, implementation management, cycle planning and most importantly, recruiting.

Please see Attachment 22-23.

References:

www.zoho.com

Professional Development and Evaluation

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

More than fifty years ago, the Texas Legislature demonstrated its pledge to excellence in education by creating regional education service centers with the purpose of helping school districts and charter schools improve student performance, operate more efficiently, and implement state initiatives.

Unique Education Academy of Success' administrative team have taken hundreds of hours of professional development collectively from Region 4 Education Service Center. Region 4 Education Service Center has focused on providing responsive and effective support that promotes student success and allows flexibility of resources to target the specific needs of our students and communities.

Unique Education Academy of Success' vision is to create a high quality charter school that educates students toward health, happiness, intellect, and individuality. We will provide our school staff with professional development that will help them solve instructional challenges, build and bolster sustainable communications, and support collaboration in their mission to provide the highest quality education to all students.

Unique Education will utilize and partner with Region 4 Education Service Center for all of our Professional Development needs.

Please see Attachment 24.

Retention

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

In Texas, as in the nation, teachers with the fewest years of experience are the most transient; moving from school to school, district to district, and leaving the profession at high rates. Teachers with the most years of experience, 25 or more, leave the profession at the highest rates, likely because of retirement.

A teacher's age is also associated with transiency and wear and tear. In an effort to retain teachers in the profession, especially during the early years of teaching when attrition is high, Unique Education will implement local induction programs from an experience vendor to support beginning teachers.

Induction programs have been mandated in Texas schools since 1991.

References:

www.esc4.net

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.*

Our calendar

Unique Education Academy of Success' mission is to ensure that our students are happy and safe while they learn at school. Students will be given practical projects to complete that interest them the most. We will have a gallery of student projects that will be open to the community for review. Our calendar will be designed to have schedule breaks in accordance with Beaumont ISD's calendar. We will provide a positive rigorous continuum of instruction as well as scheduling respite breaks for revitalization. We will provide a 7.5 hour instructional day for approximately 182 days which is greater than the 75,6000 required number of instructional minutes, designated by the Texas Education Agency. This schedule does not include a 20 minute dismissal time constraint.

Our schedule

Unique Education Academy of Success will operate a 7.5 hour school day. The school will begin at 8:00 a.m. and end at 4:05 p.m. for all students.

Our example school daily schedule

8:00 - 8:30 am **Current Events** circle discussion with clear behavioral curriculum

8:30 - 9:30 am **Science** Hour

9:30-10:00 am Recreation Break (Extracurricular elective)

10:00-11:00 am **Literacy** Enhancement Hour

11:00-11:45 am Physical Education (Extracurricular elective)

11:45-12:15 pm Lunch

12:15-1:00 pm Recess Break (Extracurricular elective)

1:00-2:00 pm **Mathematics** Hour

2:00 - 2:30 pm Recess

2:30 - 3:30 pm **Social Studies and History** Hour

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3:30 - 3:45 pm Reflection Relief (Discussion of the day's happenings)

3:45 – 4:05 pm Dismissal

This schedule affiliates with our desire to make learning fun, fantastic, and practical by creating time for thorough core content fulfillment, daily rejuvenation breaks, specific time devoted to self-regulation and self-esteem building, and time for students to achieve academic success through student-engaged lectures.

Unique Education Academy of Success will partner with, adopt, and follow the Beaumont Independent School District school calendar and elementary and middle schedule as much as possible, as appropriate.

Please see Attachment 25-26.

Student Recruitment and Enrollment

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

Unique Education Academy of Success plans on participating in open enrollment. All students residing in the required zip codes are eligible for open enrollment. We will meet all state and federal laws and design our application process so that it includes all families. The application will be easy to understand, available in at least English and Spanish and available on paper and online.

We promise to make clear and precise efforts to enforce the non-discrimination policy which complies with the TEC code that states, "No person shall, on the basis of a person's actual or perceived identity with regard to race, color, religion, gender, age, disability, sexual orientation, gender identity, gender expression, ancestry, nationality, pregnancy, political or religious beliefs, national or ethnic origin, veteran status, parental status, academic, artistic, or athletic ability, any other distinguishing physical or genetic characteristics, or the district the child would otherwise attend, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, harassment, intimidation, or bullying under any education program or activity including admission and/or enrollment at Unique Education Academy of Success."

The enrollment period occurs from October 4th to March 31st of each year. If Unique Education Academy of Success is awarded a charter, the application will be made available online and in-print as of October 4, 2020. We will conduct and host several community events from October 4, 2020 through March 31, 2021 of which hard copy applications will be available for community participation and knowledge. Please see Attachment 27.

References:

-TEC code 12

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 ☐ Purchase ☐ Lease ☐

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

Yes ☐
No ☐

Enter narrative response to the prompts in this section of the application (if applicable).
Reference Attachments 28-29 in the response.

1. Does the applicant intend to lease or purchase a property?

Facility Not Identified

Lease ☒XX

Purchase ☐

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

Unique Education Academy of Success will lease a property with a current Certificate of Occupancy. Although leases do have the addition of interest to pay, leases are not necessarily more expensive than paying a big lump sum up front when purchasing a building outright. We must be good stewards of Texas taxpayer's money. Tax reasons, cash flow reasons and other costs of ownership are reasons that leasing is the best benefit financially for Unique Education Academy of Success. By partnering with Beaumont ISD, we will try to lease a building from the Beaumont Independent School District's properties. We will utilize Region 4 Educational Service Center for realty guidance.

Transportation

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

The student-engaged learning environment of Unique Education Academy of Success' educative program includes chances for students to regularly participate in practical learning through field trips and engagement in off-site instructional learning. Pilot estimates for a day's field trip transportation range from \$90-\$300 per trip depending on the distance. Using a cautious estimate for the number of off-site learning trips needed in the first year, and a goal to travel at least one per class per semester, which constitutes to be two times per year, our campus would spend at minimum \$8,000 in Year 1 on transportation for these field trips only.

Unique Education Academy will provide transportation only for scheduled field trips for off-site learning events.

Start-up Plan

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

Our Start-up costs

We have developed the following four key priorities for our start-up year that guide our focus, timeline, and tasks which are outlined below. To explain how our Board and organizational leaders oversee the creation, adoption, and implementation of our start-up plan, we have outlined the owners of key responsibilities and tasks below.

[Key: SUP/PR=Superintendent/Principal, DFO=Director of Finance and Operations, BD=Board]

- ❖ Significance 1: Lease and prepare a facility that meets the needs of our school model. -Work with Dee Richards Realty to identify and evaluate at least 3 potential properties within our primary geographic boundary by Nov 2020. Owner: BD, SUP/PR -Negotiate lease terms and conditions by Jan 2021. Owner: BD, SUP/PR -Sign lease by Jan 2021. Owner: BD -Collect at least 3 bids for needed renovations and repairs by Feb 2021. Owner: BD, SUP/PR -Secure funding through most competitive loan product bid for any necessary renovations and/or repairs by Mar 2021 (if needed). Owner: BD, SUP/PR -Complete any needed renovations and pass final inspections by June 2021. Owner: DFO -Secure required insurance and permits to open doors on schedule and operate in full compliance with the law by Jun 2021. Owner: SUP/PR, DFO -Order equipment, furniture, and supplies for facility by Jun 2021.
- ❖ Significance 2: Meet or exceed enrollment goals, ensuring that our school is fully enrolled, and welcoming to all families. -Develop marketing plan for student enrollment including print and digital media in English and Spanish by Aug 2021. Owner: SUP/PR -Design, print, and post on our website a student application form that makes it clear Unique Education Academy of Success is open to all students by Aug 2021.

Please see Attachment 30.

Financial Planning

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

All costs outlined below are congruent with our budget. (See Budget Narrative and Financial Workbook.) If awarded a charter and per their duties, Unique Education Academy of Success' Board will review and approve the annual budget. Our June 2020 - July 2021 expenses are estimated as follows:

Personnel. We have budgeted \$113,250 for personnel costs, which include salaries and benefits for the Superintendent/Principal (hired for 100% of the 12-month timeframe), Curriculum Coordinator (hired for 100% of the 12-month timeframe), Director of Finance and Operations (hired for the latter 50% of the 12-month timeframe), and the PEIMS Coordinator (hired for the latter 30% of the 12-month timeframe).



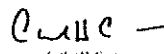
Please see Attachments 31-37.

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 Title Number | | |
| <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</p> <p>The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.</p> <p>Dated: 07/24/2015 Effective: 07/24/2015</p> | | |
|  | |  Carlos H. Cascos Secretary of State |
| Home: (512) 463-5555 Fax: (512) 463-5709 Toll-Free Relay Services: (800) 455-5709 Prepared by: Debbie Gustafson D:\form\101\101.htm | | |

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 | This space reserved for office use  Certificate of Formation Nonprofit Corporation |
| 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 either 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 _____ | |



Office of the Secretary of State

CERTIFICATE OF FILING OF

Unique Education
File Number: 803461976

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

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

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

Dated: 11/04/2019

Effective: 11/04/2019



A handwritten signature in black ink, appearing to read "Ruth R. Hughes".

Ruth R. Hughes
Secretary of State



Office of the Secretary of State

November 06, 2019

Attn: Floyd Green Jr

Floyd Green Jr
3114 Mercer University Dr, Ste 200
Atlanta, GA 30341 USA

RE: Unique Education
File Number: 803461976


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

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

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

Sincerely,

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

| | | |
|--|---|---|
| Form 202 Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709 Filing Fee: \$25 |  | <div style="text-align: right;"> Filed in the Office of the Secretary of State of Texas Filing #: 803461976 11/04/2019 Document #: 924578930003 Image Generated Electronically for Web Filing </div> |
| Certificate of Formation Nonprofit Corporation | | |
| Article 1 - Corporate Name | | |
| The filing entity formed is a nonprofit corporation. The name of the entity is : | | |
| Unique Education | | |
| Article 2 – Registered Agent and Registered Office | | |
| <input type="checkbox"/> A. The initial registered agent is an organization (cannot be corporation named above) by the name of: | | |
| OR | | |
| <input checked="" type="checkbox"/> B. The initial registered agent is an individual resident of the state whose name is set forth below: | | |
| Name: Pamela Celestain | | |
| C. The business address of the registered agent and the registered office address is: | | |
| Street Address: 925 Green Meadow Beaumont TX 77706 | | |
| Consent of Registered Agent | | |
| <input type="checkbox"/> A. A copy of the consent of registered agent is attached. | | |
| OR | | |
| <input checked="" type="checkbox"/> B. The consent of the registered agent is maintained by the entity. | | |
| Article 3 - Management | | |
| <input type="checkbox"/> A. Management of the affairs of the corporation is to be vested solely in the members of the corporation. | | |
| OR | | |
| <input checked="" type="checkbox"/> B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below. | | |
| Director 1: Pamela Celestain | | Title: Director |
| Address: 925 Green Meadow Beaumont TX, USA 77706 | | |
| Director 2: Sterling Goudeau | | Title: Director |
| Address: 12409 Clover Creek Lane Pearland TX, USA 77584 | | |
| Director 3: Brenda Wilburn | | Title: Director |
| Address: 11922 Duran Canyon Houston TX, USA 77067 | | |
| Director 4: Kim Celestain | | Title: Director |
| Address: P.O. Box 7480 Beaumont TX, USA 77726 | | |
| Director 5: Joan Jones | | Title: Director |
| Address: 939 County Road 740 Buna TX, USA 77612 | | |
| Article 4 - Organization Structure | | |
| <input type="checkbox"/> A. The corporation will have members. | | |
| or | | |
| <input checked="" type="checkbox"/> B. The corporation will not have members. | | |

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Specific purpose is to increase student academic performance and positive behavior through educational tutorials.

Supplemental Provisions / Information

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of section 501(c)(3) purposes. No substantial part of the activities of the corporation shall be carrying on of propaganda, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a Court of Competent Jurisdiction of the County in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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

Effectiveness of Filing

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

OR

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

Organizer

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

Pamela Celestain 925 Green Meadow, Beaumont, TX 77706

591V

Execution

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

Pamela Celestain

Signature of organizer.

FILING OFFICE COPY

Date of this notice: 11-11-2019

Employer Identification Number:
84-3641954

Form: SS-4

Number of this notice: CP 575 E

UNIQUE EDUCATION
925 GREEN MEADOW ST
BEAUMONT, TX 77706

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 84-3641954. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

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

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

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

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

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

DEPARTMENT OF THE TREASURY

Date: DEC 18 2019

UNIQUE EDUCATION
925 GREEN MEADOW
BEAUMONT, TX 77706-0000

Employer Identification Number:
84-3641954
DLN:
26053729005139
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a)(2)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
November 04, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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

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

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

UNIQUE EDUCATION

Sincerely,

Stephen A. Martin

Director, Exempt Organizations
Rulings and Agreements

Attachment 3: Applicant Information Session Documentation

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

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

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

Generation Twenty-Five Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

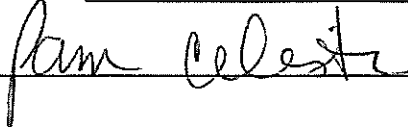
Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 in the submitted application.

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

Paper copies of the RFA will NOT be made available.


Proposed Charter School Name: Unique Education

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

Application Contact Name: Pamela Celestain 

Title/Role: Superintendent

Email: plgoudea@yahoo.com Phone: (832) 348-6624

Board Member Attending: Brenda Wilburn 

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: ☐ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.
☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

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

If you have any questions about the sessions or registration, please contact:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda.*** The formal agenda that was followed during each public meeting.
- ***Public meeting protocol.*** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- ***Letter(s) of support.*** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

UNIQUE EDUCATION

Academy of Success

2020 Community Meeting Agenda

1. Opportunity and introduction
2. Spectators discussion of what the purpose of school should be
3. Spectators discussion of what the purpose of school is in most school's today
4. Why create Unique Education Academy of Schools?
 - a. Negative impacts of lack of therapeutic programming
 - b. Negative impacts of lack of social and self-regulation support for children
5. What skills and abilities are colleges and CEO's looking for?
6. What have we heard so far from families about the state of our schools in Beaumont?
7. What have we heard from kids?
8. Is your kid happy?
9. Pam Celestain, CEO biography, Brenda Wilburn, Board President biography
10. Unique Education Mission, Vision, and Design Standards
 - a. Invigorating methods
 - b. Children-Lead Tasks
11. A typical day at Unique Education Academy of Success for a student
12. Community input and questions

UNIQUE EDUCATION

Academy of Success

www.unique-ed.com

(832) 348-6624 (409)658-6081

Next Meeting is January 18th at Rogers Park!

Look for the balloons!

2020 Community Meeting Agenda

1. Opportunity and introduction
2. Spectators discussion of what the purpose of school should be
3. Spectators discussion of what the purpose of school is in most school's today
4. Why create Unique Education Academy of Schools?
 - a. Negative impacts of lack of therapeutic programming
 - b. Negative impacts of lack of social and self-regulation support for children
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7. What have we heard from kids?
8. Is your kid happy?
9. Pam Celestain, CEO biography, Brenda Wilburn, Board President biography
10. Unique Education Mission, Vision, and Design Standards
 - a. Invigorating methods
 - b. Children-Lead Tasks
11. A typical day at Unique Education Academy of Success for a student
12. Community input and questions

UNIQUE EDUCATION

Academy of Success

Community Survey Questions & Results

Questions:

1. Do you believe it's vital for schools here in Beaumont to have at least one therapeutic campus focusing on unique needs for children?

2. Do you think it's vital for schools to offer practical tasks for kids to experience how what they're learning links to their own lives?

3. Should schools help students develop social and self-regulatory skills that assist with collaboration and being considerate towards other people?

4. Would you support a new kindergarten through eighth grade public school opening in this part of the city that focuses on social therapeutic and robust courses that gives kids the change to learn through practical projects?

LOCAL BROADCAST IN BEAUMONT, TEXAS

Public Notice of Proposed Charter School – UNIQUE EDUCATION ACADEMY OF SUCCESS was announced on local T.V. station KFDM – Channel 6 on the **5:00 p.m.** newscast and **6:00 p.m.** newscast on Thursday, January 16, 2020.

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: #f0f0f0; padding: 5px; border: 1px solid black;"> SENDER: COMPLETE THIS SECTION <ul style="list-style-type: none"> ■ Complete items 1, 2, and 3. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits. </div> <div style="text-align: center; font-size: 2em; font-weight: bold; margin: 10px 0;">SAMPLE</div> <div style="text-align: center;">  <small>7590 7401 0000 5191 0000 12</small> </div> <div style="margin-top: 10px;"> 2. Article Number (Transfer from service label) </div> <div style="font-size: 0.8em; margin-top: 10px;"> PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt </div> | <div style="background-color: #006633; color: white; padding: 5px; border: 1px solid black;"> U.S. Postal Service CERTIFIED MAIL RECEIPT <small>(Domestic Mail Only; No Insurance Coverage Provided)</small> </div> <div style="text-align: center; font-size: 1.5em; font-weight: bold; margin: 5px 0;">OFFICIAL USE</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <div style="margin-bottom: 5px;"> 1. Article Addressed to: </div> <div style="margin-bottom: 5px;"> 2. Article Number (Transfer from service label) </div> </div> <div style="width: 35%;"> <div style="margin-bottom: 5px;"> 3. Service Type <input type="checkbox"/> Adult Signature <input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Certified Mail® <input type="checkbox"/> Certified Mail Restricted Delivery <input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Insured Mail <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) </div> <div style="margin-bottom: 5px;"> 4. Signature <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div> <div style="margin-bottom: 5px;"> 5. Received by (Printed Name) </div> <div style="margin-bottom: 5px;"> 6. Date of Delivery </div> <div style="margin-bottom: 5px;"> 7. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No </div> <div style="margin-bottom: 5px;"> 8. Agent <input type="checkbox"/> Addressee <input type="checkbox"/> </div> <div style="margin-bottom: 5px;"> 9. Priority Mail Express® <input type="checkbox"/> Registered Mail™ <input type="checkbox"/> Registered Mail Restricted Delivery <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Signature Confirmation™ <input type="checkbox"/> Signature Confirmation Restricted Delivery <input type="checkbox"/> </div> </div> </div> <div style="margin-top: 10px;"> Total Postage & Fees \$ </div> <div style="font-size: 0.8em; margin-top: 10px;"> PS Form 3811, January 2007 Two Receipts for Bulk Mailings </div> |

7019 0700 0000 1226 6388

U.S. Postal ServiceTM
CERTIFIED MAIL[®] RECEIPT
Domestic Mail Only

For delivery information, visit our website at www.usps.com.

BEAUMONT, TX 77706

OFFICIAL USE

| | | | |
|--|-----------------------------|---------|------|
| Certified Mail Fee | \$3.50 | | 0017 |
| | \$ | \$2.80 | 2 |
| Extra Services & Fees (check box, add fee if appropriate) | | \$0.00 | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$ | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$ | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$ | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$ | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ | \$0.00 | |
| Postage | \$ | \$7.35 | |
| Total Postage and Fees | \$ | \$13.65 | |
| Sent To | Dr. Shannon Allen, BISO, Su | | |
| Street and Apt. No., or PO Box No. | 3395 Harrison Ave. | | |
| City, State, ZIP+4 [®] | Beaumont TX 77706 | | |

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6449

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Domestic Mail Only

For delivery information, visit our website at www.usps.com.

HOUSTON, TX 77007

OFFICIAL USE

| | | | |
|--|--------------------------|---------|------|
| Certified Mail Fee | \$3.50 | | 0017 |
| | \$ | \$2.80 | 2 |
| Extra Services & Fees (check box, add fee if appropriate) | | \$0.00 | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$ | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$ | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$ | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$ | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ | \$0.00 | |
| Postage | \$ | \$7.35 | |
| Total Postage and Fees | \$ | \$13.65 | |
| Sent To | Senator John Cornyn | | |
| Street and Apt. No., or PO Box No. | 5300 Memorial Drive #980 | | |
| City, State, ZIP+4 [®] | Houston, TX 77007 | | |

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6425

U.S. Postal ServiceTM
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For delivery information, visit our website at www.usps.com.

BEAUMONT, TX 77701

OFFICIAL USE

| | | | |
|--|----------------------------|---------|------|
| Certified Mail Fee | \$3.50 | | 0017 |
| | \$ | \$2.80 | 2 |
| Extra Services & Fees (check box, add fee if appropriate) | | \$0.00 | |
| <input type="checkbox"/> Return Receipt (hardcopy) | \$ | \$0.00 | |
| <input type="checkbox"/> Return Receipt (electronic) | \$ | \$0.00 | |
| <input type="checkbox"/> Certified Mail Restricted Delivery | \$ | \$0.00 | |
| <input type="checkbox"/> Adult Signature Required | \$ | \$0.00 | |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ | \$0.00 | |
| Postage | \$ | \$7.35 | |
| Total Postage and Fees | \$ | \$13.65 | |
| Sent To | Senator Brandon Creighton | | |
| Street and Apt. No., or PO Box No. | 350 Pine Street Suite 1450 | | |
| City, State, ZIP+4 [®] | Beaumont, Texas 77701 | | |

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6418

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

ORANGE, TX 77630

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.80

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

0017
2Postmark
Here

Postage \$7.35

Total Postage and Fees \$13.65

01/10/2020

Sent To Representative Dade Phelan

Street and Apt. No., or PO Box No. 10984 F.M. 1442 Suite B

City, State, ZIP+4® Orange, Texas 77630

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6456

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

HOUSTON, TX 77002

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.80

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

0017
2Postmark
Here

Postage \$7.35

Total Postage and Fees \$13.65

01/10/2020

Sent To Senator Ted Cruz

Street and Apt. No., or PO Box No. 1919 Smith Street #9045

City, State, ZIP+4® Houston, Texas 77002

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6395

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

BEAUMONT, TX 77706

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.80

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

0017
2Postmark
Here

Postage \$7.35

Total Postage and Fees \$13.65

01/10/2020

Sent To Thomas Sigeo Board President

Street and Apt. No., or PO Box No. 3395 Harrison Avenue

City, State, ZIP+4® Beaumont, TX 77706

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6463

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

PORT ARTHUR, TX 77642

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.80

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

0017
2Postmark
Here

Postage \$7.35

Total Postage and Fees \$13.65

01/10/2020

Sent To Representative Joe Deshotel

Street and Apt. No., or PO Box No. One Plaza Square, Suite 20

City, State, ZIP+4® Port Arthur, TX 77642

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6401

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

BEAUMONT, TX 77701

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.80

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

0017
2Postmark
Here

Postage \$7.35

Total Postage and Fees \$13.65

01/10/2020

Sent To Congressman Randy Weber

Street and Apt. No., or PO Box No. 350 Pine Street #730

City, State, ZIP+4® Beaumont, TX 77701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 1226 6432

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

DICKINSON, TX 77539

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.80

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

0017
2Postmark
Here

Postage \$7.35

Total Postage and Fees \$13.65

01/10/2020

Sent To Mr. Matt Robinson

Street and Apt. No., or PO Box No. 313 Fm 517 West

City, State, ZIP+4® Dickinson, TX 77539

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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.

BEAUMONT ENTERPRISE

Friday, January 10, 2020

The Most Trusted Source for News In Southeast Texas

BeaumontEnterprise.com

DEATH *Writer Buck Henry dies at 89, A4*

OPINION *Lopez protest hurts promotions, A8*

SOCCER *PN-G girls play in Cajun Classic, B1*

VOLLEYBALL *Coach digs mentor role, VIP*

PUBLIC NOTICE

Unique Education, the sponsoring entity of a new proposed charter school in Beaumont called Unique Education Academy of Success will conduct a public informational meeting on Tuesday, January 14th at 6:00 p.m. at Elmo Willard Library located at 3590 E Lucas Dr and Saturday, January 18th at 11:45 am at Rogers Park.

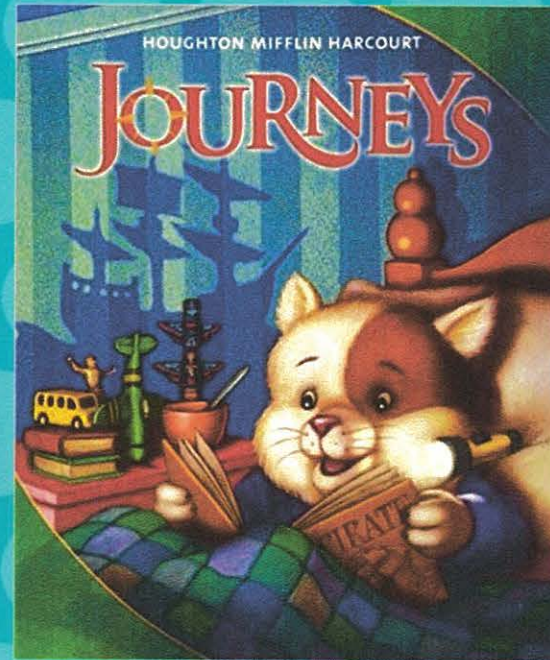
Unique Education would serve students K-8, starting with grades K-5. Participants will be presented with the proposal and have the opportunity to ask questions. If approved, the school would launch August 2021. Members of the school board are: Brenda Wilburn, LSSP, Joan Jones, Dyslexia Specialist, Susan Barefield, PhD, Alice Thompson, PhD.

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.

JOURNEYS FIRST GRADE CURRICULUM

Scope & Sequence



Organized spreadsheets that list the curriculum of the program by topics.

Unit 1: Scope & Sequence

| Lesson | Stories | Comprehension | Phonics | Writing | Grammar | Vocabulary Strategies | Words to Know | Spelling |
|--------|---|---|--|--|---|---|---|---|
| 1 | <ul style="list-style-type: none"> What is a Pal? Friends Forever DC: Nan and Dan | <ul style="list-style-type: none"> main idea summarize | <ul style="list-style-type: none"> short a consonants n, d, p, f | <ul style="list-style-type: none"> labels | <ul style="list-style-type: none"> nouns | <ul style="list-style-type: none"> classify and categorize action words | and, be, help, you, play, with | am, at, sat, man, dad, mat |
| 2 | <ul style="list-style-type: none"> The Storm Storms DC: Sid Pig | <ul style="list-style-type: none"> character infer/predict | <ul style="list-style-type: none"> short i consonants r, h, s, b, g phonogram -it | <ul style="list-style-type: none"> captions | <ul style="list-style-type: none"> noun | <ul style="list-style-type: none"> context clues | for, what, have, he, look, too | if, is, him, rip, fit, pin |
| 3 | <ul style="list-style-type: none"> Curious George at School School Long Ago DC: Max, Fox and Lon Ox | <ul style="list-style-type: none"> sequence of events monitor/clarify | <ul style="list-style-type: none"> short o consonants l, x inflections -s | <ul style="list-style-type: none"> sentences | <ul style="list-style-type: none"> action verbs | <ul style="list-style-type: none"> multiple meaning words | do, find, funny, sing, no, they | log, dot, top, hot, lot, ox |
| 4 | <ul style="list-style-type: none"> Lucia's Neighborhood City Mouse & Country Mouse DC: Ken & Vic | <ul style="list-style-type: none"> text & graphic features question | <ul style="list-style-type: none"> short e consonants y, w, k, v, j phonogram -et | <ul style="list-style-type: none"> class story | <ul style="list-style-type: none"> shape and size adjectives | <ul style="list-style-type: none"> alphabetical order | all, does, here, me, my, who | yet, web, pen, wet, leg, hen |
| 5 | <ul style="list-style-type: none"> Gus Takes the Train City Zoo DC: Fun, Fun, Fun | <ul style="list-style-type: none"> story structure analyze/evaluate | <ul style="list-style-type: none"> short u consonants qu, z | <ul style="list-style-type: none"> class story | <ul style="list-style-type: none"> number adjectives | <ul style="list-style-type: none"> antonyms | friend, full, good, hold, many, pull | up, bug, mud, nut, hug, tub |
| 6 | <ul style="list-style-type: none"> Jack and the Wolf The Three Little Pigs DC: A Duck in the Mud | <ul style="list-style-type: none"> summarize understanding characters | <ul style="list-style-type: none"> review short a fizzle rule -ck phonogram -ack | <ul style="list-style-type: none"> sentences | <ul style="list-style-type: none"> complete sentences (sentence, fragment) | <ul style="list-style-type: none"> classify and categorize/ action words | away, call, come, every, hear, said | an, bad, can, had, cat, ran, add, pass |
| 7 | <ul style="list-style-type: none"> How Animals Communicate Insect Messages DC: Crabs | <ul style="list-style-type: none"> details infer/predict | <ul style="list-style-type: none"> review short i clusters with r phonogram -ip | <ul style="list-style-type: none"> poetry | <ul style="list-style-type: none"> sentence parts (subject, predicate) | <ul style="list-style-type: none"> using the glossary | of, how, make, some, why, animal | in, sit, will, did, six, big, trip, grin |
| 8 | <ul style="list-style-type: none"> A Musical Day Drums DC: Our Sled Club | <ul style="list-style-type: none"> sequence of events analyze/evaluate | <ul style="list-style-type: none"> review short o cluster with l phonogram -ock | <ul style="list-style-type: none"> thank you note | <ul style="list-style-type: none"> statements | <ul style="list-style-type: none"> classify and categorize/ time words | our, today, she, now, her, would | on, got, fox, hop, pop, not, block, clock |
| 9 | <ul style="list-style-type: none"> Dr. Seuss Two Poems From Dr. Seuss DC: Nut For Ben and Jen | <ul style="list-style-type: none"> text & graphic features question | <ul style="list-style-type: none"> review short e clusters with s | <ul style="list-style-type: none"> description | <ul style="list-style-type: none"> singular and plural nouns | <ul style="list-style-type: none"> antonyms | write, read, pictures, draw, was, after | yes, let, red, ten, bed, get, sled, step |

| in | Stories | Comprehension | Phonics | Writing | Grammar | Vocabulary Strategies | Words to Know | Spelling |
|----|--|---|---|---|--|---|---|--|
| b. | <ul style="list-style-type: none"> A Cupcake Party At the Bakery DC: Flint and Scamp | <ul style="list-style-type: none"> story structure visualize | <ul style="list-style-type: none"> review short u final blends phonogram -ump | <ul style="list-style-type: none"> description | <ul style="list-style-type: none"> prepositions & prepositional phrases | <ul style="list-style-type: none"> synonyms | give, one, small, put, eat, take | us, fun, jump, sun, bus, must, but, run |
| 1. | <ul style="list-style-type: none"> Sea Animals Water DC: The Duck Nest | <ul style="list-style-type: none"> author's purpose analyze/evaluate | <ul style="list-style-type: none"> th-, -th suffixes -s, -es, -ed, -ing | <ul style="list-style-type: none"> sentence | <ul style="list-style-type: none"> proper nouns | <ul style="list-style-type: none"> classify and categorize/color words | blue, little, water, cold, live, where, far, their | that, tenth, then, thick, this, bath, them |
| 2. | <ul style="list-style-type: none"> How the Leopard Got Its Spot The Rainforest DC: Champs | <ul style="list-style-type: none"> sequence of events question | <ul style="list-style-type: none"> -ch -tch -phonogram -atch -possessives 's | <ul style="list-style-type: none"> letter | <ul style="list-style-type: none"> proper nouns | <ul style="list-style-type: none"> homophones | been, never, own, brown, off, very, know, out | chin, chop, match, chip, rich, pitch, much, chick |
| 3. | <ul style="list-style-type: none"> Seasons The Four Seasons DC: Ralph Goes to Camp | <ul style="list-style-type: none"> cause & effect visualize | <ul style="list-style-type: none"> sh, ph, wh 's & n't | <ul style="list-style-type: none"> sentence | <ul style="list-style-type: none"> subjects and verbs | <ul style="list-style-type: none"> word endings -ed, -ing, -s | down, green, open, fall, grow, yellow, goes, new | ship, when, shell, shop, whip, which, fish, graph |
| 4. | <ul style="list-style-type: none"> The Big Race The Olympic Games DC: A Safe Lodge | <ul style="list-style-type: none"> conclusions infer/predict | <ul style="list-style-type: none"> a_e soft c, g -ge, -dge -ake, -ace | <ul style="list-style-type: none"> report | <ul style="list-style-type: none"> verbs and time | <ul style="list-style-type: none"> classify and categorize/number words | four, over, two, five, starts, watch, into, three | came, late, waves, make, gave, chase, brave, shape |
| 5. | <ul style="list-style-type: none"> Animal Groups Animal Picnic DC: The Nice Vet | <ul style="list-style-type: none"> compare & contrast monitor/clarify | <ul style="list-style-type: none"> Le kn, wr, gn, mb -ine, -ite | <ul style="list-style-type: none"> report | <ul style="list-style-type: none"> verb "be" | <ul style="list-style-type: none"> suffixes -er, -est | bird, fly, those, both, long, walk, eyes, or | time, bike, stripe, like, white, mice, kite, drive |
| 6. | <ul style="list-style-type: none"> Let's Go to the Moon Mae Jemison DC: June's Pictures | <ul style="list-style-type: none"> main idea & details questions | <ul style="list-style-type: none"> long o: o_e, ow long u: u_e, ew | <ul style="list-style-type: none"> narrative sentences | <ul style="list-style-type: none"> questions | <ul style="list-style-type: none"> suffixes -y, -ful | around, bring, show, because, carry, think, before, light | so, hole, joke, bone, go, no, poke, home, stove, rope, chose, wrote |
| 7. | <ul style="list-style-type: none"> The Big Trip Lewis and Clark's Big Trip DC: Plunk, Plunk | <ul style="list-style-type: none"> compare/contrast visualize | <ul style="list-style-type: none"> long e: e_e long e: ea, ee -nk -ng phonograms: -ean, -ink | <ul style="list-style-type: none"> narrative sentence | <ul style="list-style-type: none"> kinds of sentences | <ul style="list-style-type: none"> classify and categorize of transportation words | about, by, car, could, don't, maybe, sure, there | me, tree, sea, be, keep, these, read, eat, feet, mean, street, please |
| 8. | <ul style="list-style-type: none"> Where Does Food Come From? Jack and the Beanstalk DC: What Will we Do? | <ul style="list-style-type: none"> author's purpose summarize | <ul style="list-style-type: none"> ai, ay 'll & 'd phonograms -ay, -ain | <ul style="list-style-type: none"> friendly letter | <ul style="list-style-type: none"> months, days, holidays | <ul style="list-style-type: none"> multiple meaning words | first, right, under, food, sometimes, your, ground, these | play, may, stay, rain, pain, way, paint, mail, day, spray, grain, sail |

Lesson

19.

20.

21.

22.

23.

24.

25.

26.

27.

| | Stories | Comprehension | Phonics | Writing | Grammar | Vocabulary Strategies | Words to Know | Spelling |
|--|--|---|---|--|--|--|--|---|
| | <ul style="list-style-type: none"> Tomas Rivera Life Then and Now DC: Fun with Gram | <ul style="list-style-type: none"> conclusions monitor/clarify | <ul style="list-style-type: none"> oa, ow 've & 're phonograms -ow, -oat | <ul style="list-style-type: none"> personal narrative | <ul style="list-style-type: none"> future tense | <ul style="list-style-type: none"> synonyms | done, paper, were, great, soon, work, laugh, talk | show, blow, row, snow, grow, low, boat, coat, road, toad, flown, toast |
| | <ul style="list-style-type: none"> Little Rabbit's Tale Silly Poems DC: A Spring Time Rain | <ul style="list-style-type: none"> cause & effect Infer/predict | <ul style="list-style-type: none"> ea short e long e | <ul style="list-style-type: none"> personal narrative | <ul style="list-style-type: none"> prepositions & prepositional phrases | <ul style="list-style-type: none"> compound words | door, old, want, more, try, wash, mother, use | bedtime, sunset, bathtub, flagpole, backpack, raincoat, inside, himself, rowboat, homemade, playpen, inside |
| | <ul style="list-style-type: none"> "The Tree" from Poppelton Forever It Comes From Trees DC: At the Shore | <ul style="list-style-type: none"> story structure analyze/evaluate | <ul style="list-style-type: none"> ar or ore or, ore | <ul style="list-style-type: none"> expressive sentences | <ul style="list-style-type: none"> subject pronouns | <ul style="list-style-type: none"> prefix re- | better, night, pretty, saw, thought, told, turned, window | far, arm, yard, art, jar, barn, bark, card, yarn, smart, bar, chart |
| | <ul style="list-style-type: none"> Amazing Animals Ugly Duckling DC: Fox and Crow | <ul style="list-style-type: none"> conclusions visualize | <ul style="list-style-type: none"> er ir ur | <ul style="list-style-type: none"> expressive sentences | <ul style="list-style-type: none"> pronoun I | <ul style="list-style-type: none"> using a dictionary entry | baby, begins, eight, follow, learning, until, years, young | her, girl, stir, bird, fur, hurt, turn, third, curl, first, fern, sir |
| | <ul style="list-style-type: none"> Whistle For Willie Pet Poems DC: Good Homes | <ul style="list-style-type: none"> cause & effect monitor/clarify | <ul style="list-style-type: none"> oo two sounds syllable patterns CVC | <ul style="list-style-type: none"> summary | <ul style="list-style-type: none"> possessive pronouns | <ul style="list-style-type: none"> classify and categorize | again, along, began, boy, father, house, nothing, together | look, book, good, hook, brook, took, foot, shook, wood, hood, hoof, crook |
| | <ul style="list-style-type: none"> A Butterfly Grows Best Friends DC: Boots Clues | <ul style="list-style-type: none"> sequence of events question | <ul style="list-style-type: none"> oo, ou u, u.e ew, ue | <ul style="list-style-type: none"> story | <ul style="list-style-type: none"> pronouns and verbs | <ul style="list-style-type: none"> multiple meaning words | also, anything, flower, kind, places, ready, upon | soon, new, zoo, boot, too, moon, blew, soup, you, grew |
| | <ul style="list-style-type: none"> The New Friend Neighborhood DC: Damn's Voice | <ul style="list-style-type: none"> understanding characters summarize | <ul style="list-style-type: none"> ou, ow oi, oy au, aw | <ul style="list-style-type: none"> story | <ul style="list-style-type: none"> contractions | <ul style="list-style-type: none"> synonyms thesaurus | buy, city, family, myself, party, please, school, seven | how, now, cow, owl, ouch, house, found, out, town, shout, gown, power |
| | <ul style="list-style-type: none"> The Dot Artist Create Art! DC: Henry and Dad Go Camping | <ul style="list-style-type: none"> compare & contrast monitor/clarify | <ul style="list-style-type: none"> long e: y, ie -ed/-ing drop/double | <ul style="list-style-type: none"> opinions | <ul style="list-style-type: none"> exclamations | <ul style="list-style-type: none"> idioms | above, pushed, teacher, bear, studied, toward, even, surprised | mix, mixed, hope, hoping, use, used, shop, shopped, run, running, hop, hopped, grabbed, wrting |
| | <ul style="list-style-type: none"> What Can You Do? The Wind and the Sun DC: The Fox and the Grapes | <ul style="list-style-type: none"> text & graphic skills analyze/evaluate | <ul style="list-style-type: none"> -er, -est change y to I syllable -le | <ul style="list-style-type: none"> opinions | <ul style="list-style-type: none"> kinds of sentences | <ul style="list-style-type: none"> classify and categorize/ emotion words | always, different, enough, happy, high, near, once, stories | hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, shorter, sooner, shortest |

Lesson

| ion | Stories | Comprehension | Phonics | Writing | Grammar | Vocabulary Strategies | Words to Know | Spelling |
|-----|---|--|---|---|--|--|---|---|
| 28 | <ul style="list-style-type: none">• "The Kite" from Days with Frog and Toad• Measuring Weather• DC: Bird Watching | <ul style="list-style-type: none">• story structure• infer/predict | <ul style="list-style-type: none">• long i: i, igh, y, ie• -ed, -ing, -er, -est, -es | <ul style="list-style-type: none">• opinions | <ul style="list-style-type: none">• sound and texture adjectives | <ul style="list-style-type: none">• homographs | across, ball, cried, head, heard, large, second, should | my, try, sky, fly, by, dry, pie, cried, night, light, myself, brighter |
| 29 | <ul style="list-style-type: none">• "The Boat Disappears" from Inspector Hopper• Busy Bugs• DC: Ruth's Day | <ul style="list-style-type: none">• cause & effect• visualization | <ul style="list-style-type: none">• -ful, -ly, -y• long vowel spelling patterns | <ul style="list-style-type: none">• opinion paragraph | <ul style="list-style-type: none">• adverbs | <ul style="list-style-type: none">• prefix un- | almost, any, behind, gone, happened, hello, idea, leaves | sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful, quickly, hopeful |
| 30 | <ul style="list-style-type: none">• Winners Never Quit• Be a Team Player• DC: Home at Last | <ul style="list-style-type: none">• Understnading characters• summarize | <ul style="list-style-type: none">• prefixes un-, re-• syllabication (CV) | <ul style="list-style-type: none">• opinion paragraph | <ul style="list-style-type: none">• adjectives that compare | <ul style="list-style-type: none">• suffix -ly | brothers, everyone, field, loved, most, only, people, sorry | even, open, begin, baby, tiger, music, paper, zero, table, because, below, silent |

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

UNIQUE EDUCATION ACADEMY OF SUCCESS

Discipline Procedures

- **Unique Education will partner with the Beaumont Independent School District by adopting and utilizing their Student Code of Conduct and Discipline Procedures, as appropriate.**

Retrieved from www.bmtisd.com:

Students and parents will be advised and forewarned that misconduct of any sort at Unique Education Academy of Success may trigger certain provisions of the law that can result in the involvement of the student and the criminal justice system; leading to placement to the Jefferson County Youth Academy (JCYA), possibly the Texas Youth Commission (TYC), and/or the Beaumont Police Department (BPD).

We propose in short that it is against the law to engage in “serious and persistent misconduct” in school. The student violates the law if he/she is excessively suspended or expelled from school. If a student does receive a referral for serious and persistent misconduct, then the above provisions can be triggered.

Discipline Management Techniques:

The following discipline management techniques may be used—alone or in combination – for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction; oral or written.
- Cooling-off time or "time out"
- Seating changes within the classroom
- Temporary confiscation of items that disrupt the learning process
- Rewards or demerits
- Behavioral Contracts
- Counseling by teachers, school counselors or administrative personnel
- Parent-Teacher conferences
- Grade reductions for cheating, plagiarism and as otherwise permitted by district policy
- Sending the student to the office or other assigned area, or to in-school suspension
- Assignment of school duties such as cleaning or picking up litter
- Restriction or revocation of district transportation privileges
- School-assessed and school-administered probation.
- Referral to an outside agency or legal authority for criminal prosecution in addition disciplinary measures imposed by the district
- Other strategies and consequences as determined by school officials

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.

As of January 19, 2020, Unique Education Academy of Success have not received anyp 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.

BYLAWS of **UNIQUE EDUCATION**

EIN: **84-3641954**

ARTICLE I – NAME, PURPOSE

Section 1: The name of the organization shall be **UNIQUE EDUCATION** .

Section 2: The Organization is organized exclusively for religious, charitable, scientific and educational purposes.

ARTICLE II – MEMBERS

Membership shall only consist of the Board of Directors.

ARTICLE III - ANNUAL MEETING

Section 1: Annual Meeting. The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: Special Meetings. Special meetings may be called by the President.

Section 3: Notice. Notice of each meeting shall be given to each board member, by mail, not less than ten days before the meeting.

ARTICLE IV - BOARD OF DIRECTORS

Section 1: Board Role, Size, Compensation. The Board is responsible for overall policy and direction of the Organization, and delegates' responsibility for day-to-day operations to the Officers. The Board shall have up to 9 and not fewer than 3 members. The board may receive a reasonable compensation.

Section 2: Meetings. The Board shall meet at least quarterly, at an agreed upon time and place.

Section 3: Board Elections. Election of new directors or election of current directors to a second term will occur as the first item of business at the annual meeting of the corporation. Directors will be elected by a majority vote of the current directors.

Section 4: Terms. All Board members shall serve 3 year terms, but are eligible for re-election.

Section 5: Quorum. A quorum must be attended by at least 51% percent of the Board members before business can be transacted or motions made or passed.

Section 6: Notice. An official Board meeting requires that each Board member have written notice two weeks in advance.

Section 7. Officers and Duties. There shall be three officers of the Board consisting of a President, Treasurer, and Secretary. Their duties are as follows:

The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members to preside at each meeting.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.

The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

Section 8: Vacancies. When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.

Section 9: Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10: Special Meetings. Special meetings of the Board shall be called upon the request of the President or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member postmarked two weeks in advance.

ARTICLE V - COMMITTEES

Section 1: The Board may create committees as needed.

Section 2: The three officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

ARTICLE VI – AMENDMENTS

These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

ARTICLE VII – ADOPTION

These bylaws were approved and adopted at a meeting of the Board of Directors on

December 19, 2019 (Date).

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 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.

A. Each member of Governing Board of Unique Education adopted and swore to the following Code of Ethics created by the Texas Association of School Boards (TASB) on December 19, 2019.

Code of Ethics for School Board Members

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Equity in attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in stewardship

- I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.

- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.

Commitment to service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered focus

- I will be continuously guided by what is best for all students of the District.

- B. The following pages consist of the Conflict of Interest Policy adopted by the Governing Board of Unique Education on December 19, 2019.
- C. There are no existing relationships that could pose actual or perceived conflicts if the application is approved.
- D. Steps the Governing Board of Unique Education will take to avoid any actual conflicts and to mitigate perceived conflicts are outlined in the Conflict of Interest Policy.

References:

www.tasb.org

Conflict of Interest Policy

**This Conflict of Interest Policy was adopted on December 19, 2019 by
UNIQUE EDUCATION by resolution of The Board of Directors.**

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

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 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.

-The following pages are the resumes and Board member's biographical affidavits, as appropriate.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Unique Education Academy

LELL
VAP
LELL

Name of Sponsoring Entity: Unique Education

LELL
VAP
LELL

BACKGROUND

Full Legal Name: Brenda Joyce Wilburn

Home Mailing Address:

11922 Duran Canyon, Houston, TX 77067

Phone Number: (281) 748-7383

E-mail Address: bwilburn57@yahoo.com

Business Name:

LELL
VAP
LELL

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a

Pg 056-1

board of a school district, another charter school, a
· non-public school or any not-for-profit corporation.

Yes ☐ No, does not apply to me

If Yes, state the name of the entity:

A
TOT

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My motivation to serve on the board of the proposed charter school is the educational blueprint of the charter school and how it is going to impact the students as well as the community. I feel motivated and lead to be part of an effective and positive educational system that will help develop self-confidence and self-worth in students.

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

My understanding of the appropriate role of a public charter school board member is to be part of a governing board that will create a powerful mission statement supported by a powerful and productive vision. These actions will lead to hiring professional leaders that will guide the school in an effective and successful direction. Board members use their expertise in helping to make the operation of the school as sufficient and effective as possible.

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

I feel that I have the capability to be an effective board member because I was a school administrator. I understand the importance of being a good listener and maintaining a professional relationship with the school staff. I have been the chairperson on various school committees and understand the importance of accountability in observing the effectiveness of these committees.

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

As a former administrator, I will bring my expertise of being able to create goals and guidelines that will effectively be an asset to board. I have experience in creating timelines, intervention programs and evaluation instruments to measure accountability

rates and academic growth.

DELILUM SCHOOL MISSION AND PROGRAM

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

My understanding of the school's mission and guiding beliefs is to help students grasp their self-confidence, self-worth and social stance. This will guide the students into being able to maintain self-awareness throughout their educational careers and throughout their lives.

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

My understanding of the school's proposed educational program is that all students will have the opportunity and the educational support to develop, maintain and apply significant skills to help them be successful. All students are unique. Therefore, each and every student will have a unique plan aligned with their educational structure of learning. The curriculum, intervention and reinforcement activities will also be aligned to enhance their success rate.

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

1. A mission statement and a vision
2. Administrative Team
3. School Staff
4. Vertical Collaboration (Administration/School Staff)
5. Professional Development throughout the year
6. Curriculum and instruction that is aligned with the state's standards
7. Resources that support school effectiveness and success rates
8. Intervention plans and resources that support students and staff
9. Evaluation Instrument that measures accountability, success rates and compliance expectations



4. How will you know that the school is succeeding (or not) in its mission?
I will know that the school is succeeding when the school is able to successfully measure the students level of growth. The students will be able to recognize their ability to confidently make decisions and maintain a success rate of being able to learn in a safe and non-threatening educational environment .

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GOVERNANCE

1. Describe the role that the board will play in the school's operation. The board will create rules, regulations and guidelines that the school must follow. The board will also set school goals and maintain ongoing evaluations to make sure school officials are following the policies set by the board.

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

I will know that the school is successful at the end of the first year by evaluating the school district's yearly results:

1. The school met the goals that were set by the board.
2. The school had proficient/exceeds expectation on the evaluation instrument used to measure the school's success rate and effectiveness.
3. Feedback from overall parent-involvement/surveys are positive
4. Attendance rates are acceptable for students and staff

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

met WWWXXXXXXXXXXXXXXXXXXXXX
WWWXXXXXXXXXX

The specific steps that the charter school board will need to take to ensure that the school is successful is to:

- Pg 062

accountability level.

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

The board should establish specific rules and regulations that all board members should adhere to when it comes to acting ethically. All board members should also sign an ethical conduct statement that involves how board members should act and the consequences that will follow if a board member acts unethically.

DISCLOSURES 1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school. ☐ Yes ☐ NO, I/we do not know these individuals

If yes, describe the precise nature of your relationship. -

LEBAN KROM
W
W VILVA

Pg 063

DISCLOSURES

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

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ No, I/we do not know any such persons

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

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

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

NONE

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

None

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

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

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

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

Signature

Brenda J. Wilburn

Date

2/17/2020

State of

Texas

County of

Harris

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

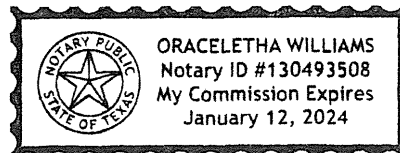
Subscribed and sworn to before 17th day of February, 2020.

(Notary Public)

O. Williams

(Seal)

My commission expires 01-12-2024



Name of Proposed Charter School: Unique Education Academy

BACKGROUND

Home Mailing Address:

Phone Number: (409)289-7441

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a

Pg 068

board of a school district, another charter school, a
· non-public school or any not-for-profit corporation.

Yes ☒ No, does not apply to me ☒

If Yes, state the name of the entity:

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RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My motivation to serve on the board of the proposed charter school is the educational framework backed by the implementation of deep constructive and meaningful learning. This type of learning will help shape and create lifelong strategies that will produce movers and shakers and productive problem solvers.

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

Board members help create a productive vision for the school, hire leaders to run the school, and hold those leaders accountable for academic success. It also obtains resources for the school and uses these resources wisely, and attain compliance expectations.

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

Pg 069

the capability to be an effective board member.

I feel that I have the capability to be an effective board member because I have been in the field of education for 25 years. I have served on many school committees that helped shape effective campus goals and objectives. I have also attended school board meetings and recognize how important it is to create and manage effective district-wide goals.

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

I am a former educator with 25 years of experience. I have been in the trenches with other teachers and I understand how important it is to have effective strategic goals and objectives that are supported by effective strategic resources.

DELILUM SCHOOL MISSION AND PROGRAM

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

Pg 070

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

I will know that the school is successful at the end of the first year by evaluating the school district's yearly results:

- *Did the school district maintain the vision
- *Were the year's goals met?
- *Were snapshot dates met?
- *Overall school's evaluation (Leadership Team and school staff)
- *Parent surveys
- *Attendance (Staff and students)

3. How will you know at the end of four years if the school is successful? I will know at the end of four years if the school is successful by continuing to monitor the school's yearly results:

- *Did the school district maintain the vision
- *Were the year's goals met?
- *Were snapshot dates met?
- *Overall school's evaluation (Leadership Team and school staff)
- *Parent surveys
- *Attendance (Staff and students)

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

The specific steps that the charter school will need to take to ensure that the school is successful is to have ongoing checkpoint dates to monitor the school's operation: Beginning status/Mid-year status/End of year status. I also think that school-wide intervention strategies to improve the school's operation should be in place.

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

I believe that all board members should have a meeting to address the issues with the board and decide whether or not if the board president needs to have an intervention process in place before a vote to remove them from the board should take place.

DISCLOSURES

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

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ No, I/we do not know any such persons

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

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

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

None

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

None

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

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

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

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

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

Signature

Joan Jones

Date

2/13/2020

State of

Texas

County of

Jefferson

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

Subscribed and sworn to before

13th

day of

February

, 2020.

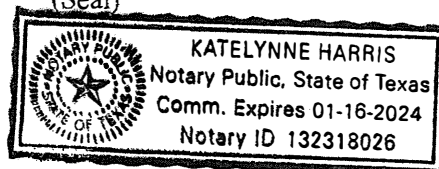
(Notary Public)

Katelynne Harris

My commission expires

01-16-2024

(Seal)



board of a school district, another charter school, a
· non-public school or any not-for-profit corporation.

Yes O No, does not apply to me

If Yes, state the name of the entity:

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RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My motivation to serve on the board of the proposed charter school is the creative mindset I have as an entrepreneur. I bring business savvy ideas to the table that will help creative innovative ways to acquire resources and financial support to promote educational awareness and productivity.

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

Board members help come up with a great vision for the school. Board members also hire school officials that will follow the vision and promote and carry out the board's rules and regulations. The board members will also evaluate and hold the school officials accountable for compliance expectations.

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

Pg 080

the capability to be an effective board member.

I feel that I have the capability to be an effective board member because I have over 25 years of being a successful businessman. I have set reachable business goals that have deemed successful and I have taken safe business risks that have also been successful. I feel that my entrepreneur expertise will be an asset to the board.

___4. Describe the specific knowledge and experience that you would bring to the board.

I have specific knowledge and experience when it comes to researching and acquiring resources that will be helpful in the ongoing support for the school.

DELILUM SCHOOL MISSION AND PROGRAM

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

My understanding of the school's mission and guiding beliefs is to

Pg 081

create a unique educational plan for each student. This plan will help develop/improve the students' self-confidence and self-worth. This plan will also help the students ability to express themselves in a positive way and also be able to help develop their outlook on life and in their social circles.

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

My understanding of the school's proposed educational program is the unique educational plan that I mentioned in the previous question. The students plan will be based solely on their educational level. They will have an intervention plan, if needed, and also take part in enrichment activities that support and reinforce the academic level. This type of educational program will lead to success of the level of support.

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

- *A foundational and strong vision

- *Accountability all students, staff and hired school officials

- *School officials (principal, vice-principal, etc.) that will follow and uphold the mission and vision that was created for school
- *School officials and staff must communicate effectively
- *Professional Development for everyone
- *Follow state standards when it comes to the curriculum
- *Effective resources for everyone
- *Parent-involvement activities
- *Attendance and Tardiness Policy

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4. How will you know that the school is succeeding (or not) in its mission?
 I will know that the school is succeeding based on the positive morale of the students, parents, staff and hired officials. I also believe that students, staff and parents should complete and submit surveys based on how the school is run and whether or not the students' academic needs, the staff needs, and the parents are being met. This will determine the school is succeeding in its mission.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.
 The board will establish a vision, rules and guidelines that must be followed by the school officials as well as the staff that is to be hired.

The board should also have some type of evaluation instrument in place to make sure the school officials are in compliance with the state's standards and that the school is being operated in an acceptable manner.

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

I will know that the school is successful at the end of the first year by evaluating the school district's yearly results:

- *The school followed through with the vision
- *School officials and staff held effective meetings during the school year
- *Staff surveys had positive feedback
- *Students and parents had positive feedback
- *Retention rate of staff and students
- *Overall School Evaluation Instrument was successfully met.

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

I will know at the end of four years if the school is successful by following the checklist below and making changes, if needed. I also believe that having intervention plans in place to improve the schools accountability and status with the community and alignment with the state's standards will also lead to the school's success rate.

- *The school followed through with the vision
- *School officials and staff held effective meetings during the school year
- *Staff surveys had positive feedback
- *Students and parents had positive feedback
- *Retention rate of staff and students
- *Overall School Evaluation Instrument was successfully met.

not recommended

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

To ensure that the school is successful, the charter school board must have a School-wide Evaluation Instrument that will measure the level of effectiveness and success. It will have a vertical alignment section to determine if all phases of the operation of the school is being carried out correctly. Intervention plans must also be in place to address any area that needs to be changed or improved.

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

I believe that the board should collectively establish rules and guidelines that all board members should follow and have a special section that addresses ethical behavior. If a board member chooses to act unethical, the board should have a meeting to address the issue and vote to determine what should be done. I also believe all board members should sign off on these rules and guidelines.

DISCLOSURES

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

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

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

☐ Yes

☒ No, I/we do not know any such persons

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

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

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

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

☐ Yes

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

If yes, describe the precise nature of your relationship.

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

☒ Yes

☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

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

N/A

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

N/A

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

☒ Yes

☐ Does not apply to me.

If yes, state the compensation you expect to receive.

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

☒ Yes

☐ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

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

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

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

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

Signature

Kim Celestain

Date

02/17/2020

State of

Texas

County of

Harris

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

Subscribed and sworn to before 17th day of February, 20 20.

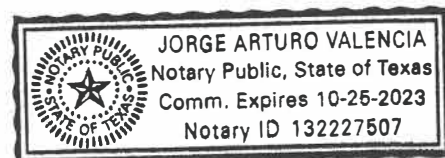
(Notary Public)

[Signature]

(Seal)

My commission expires

10-25-2023



Brenda J. Wilburn

11922 Duran Canyon
Houston, Texas 77067
281-748-7383
bwilburn57@yahoo.com

Objective: Supports services for the special population.

Experience

2017-2018 Spring I.S.D (Supplemental Health Care) Houston, Texas

License Specialist in School Psychology

- Conduct Intellectual /Academic Evaluation /Psychological Testing for students ages 3-21
- Serve on Campus Referral Committees, MDR's & FBA'S and Counseling
- Participate in Admission, Referral and Dismissal (ARD meetings)

2014- 2015 Fort Bend I.S.D. (ProCare) Houston, TX

License Specialist in School Psychology

- Conduct Intellectual /Academic Evaluation /Psychological Testing for students ages 3-21
- Serve on Campus Referral Committees MDR's & FBA'S and Counseling,
- Participate in Admission, Referral and Dismissal (ARD meetings)

Coach and Instructional Supervisor for students becoming teachers

2008-2015 Web centric Alternative Teaching

- Provide instruction for students teachers
- Implement information and skills new teachers.
- Conduct Objectives and Strategies.

Instructional Supervisor

2008-2015 Prairie View A&M University

- Provide instruction and supervision for students becoming counselors and LPC's
- Implement information and skills new counselors.
- Conduct Objectives and Laws for new counselors.
Counseling

1985- Present

Special Education Vendor (License Specialist in School Psychology (LSSP)/ Nationally Certified School Psychologist (NCSP)

- Conduct Intellectual /Academic Evaluation/Psychological Testing for students ages 3-Adult, Neuro Psychological, Testing for Autism, ADHD, Learning Disability, Emotionally Disturb, Traumatic Brain Injury.
- Serve on Campus Referral Committees

Participate in Admission, Referral and Dismissal (ARD meetings)

- Served as an Administrator for Students and Teachers
- Develop and implement rules and regulations.
MDR's & FBA'S and Counseling

1989- 2009 (Retired)

Houston I.S.D.

Houston, TX

Educational Diagnostician/LSSP

- Conduct Intellectual /Academic Evaluation /Psychological Testing for students ages 3-21
- Serve on Campus Referral Committees
- Participate in Admission, Referral and Dismissal (ARD meetings)
MDR's & FBA'S and Counseling

1981-1989

Houston I.S.D.

Houston, TX.

Science Teacher

- Provide academic instruction for students ages 12-15
- Implement scientific information and Laboratory skills to student's 6-12 grades.
- Conduct Objectives and Strategies all grade levels.

1981-2006

Houston Community College, Houston, TX.

Unit Manager

- Adult High School Summer Principal
- Served as an Administrator for Students and Teachers
- Develop and implement rules and regulations.

2009-Present

Charters School

Texas Serenity Charter School

Special Education Vendor

- Conduct Intellectual /Academic Evaluation/Psychological Testing/ Dyslexia Testing for students ages 3-Adult
- Serve on Campus Referral Committees

Participate in Admission, Referral and Dismissal (ARD meetings)

- Served as an Administrator for Students and Teachers
- Develop and implement rules and regulations.
MDR's & FBA'S and Counseling

Education 1982-1984 Texas Southern University Houston, TX

- M.Ed., Clinical and School Psychology
- LSSP/ NCSP
- Graduated with Honors

1976-1981 Texas Southern University

- B.S., Science

Skills:

- Knowledge of testing and data collection/ analysis procedures.
- Knowledge of ARD Paperwork and Requirements

References:

| | | |
|--------------------|---|--------------|
| Dr. Archie Blanson | Deputy Supertendent Aldine ISD | 281 985-6315 |
| Pamela Celestain | Special Education Consultant | 832-348-6624 |
| Larry Jenkins | Deputy Supertendent Texas Serenity School | 713-882-8931 |
| Ryan Rudd | Special Education Teacher Beta Academy | 832-693-1635 |
| Dr. Schaffer | Psychologist Spring I.S.D | 281-891-6265 |

JOAN G. JONES
939 County Road 740
Buna, Texas 77612
(409) 289-7441
joan64pa@gmail.com

Experience

August/2016-Present

Aldine Independent School District (Houston, Texas)

- * Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.
- * Implemented instructional strategies for all students. (ESL/Regular Ed./Inclusion)
- * Wrote action plans to improve student academic performance.
- * Provided a classroom library for students that consisted of various reading levels.
- * Created reading/writing/math journals and interactive notebooks that enhanced the students' learning as well as their creative abilities.
- * Collaborated with teachers and administrative staff about ways to improve student performance and mastery levels.
- * Provided students with ongoing assessment portfolios that enhanced their academic performance.
- * Analyze student monthly fluency checkpoints.
- * Created student-centered products that focused on various skills and objectives.
- * Created student-centered centers/workstations that focused on various skills and objectives.
- * Participated in the Angel Tree Foundation.
- * Communicated with parents about student attendance, academic performance, and parent-involvement activities.

August/2015-June/2016

Beaumont Independent School District (Beaumont, Texas)

Homer Drive Elementary School

Position: Teacher (Language Arts/Social Studies/4th Grade)

* Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.

* Implemented instructional strategies for inclusion students, and students with emotional and learning disabilities.

*Implemented daily instructional strategies, such as:

- Flexible Grouping,
- “Do Now” mini-lessons,
- Exit Tickets to conduct a proper closure to the day’s lesson and
- Engagement activities to enhance student interaction and motivation.

March/2012-June/2015

Aldine Independent School District (Houston, Texas)

Carter Academy

Position: Teacher (Language Arts/Social Studies/Gifted and Talented/4th Grade)

* Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.

* Implemented instructional strategies for inclusion students, and students with emotional and learning disabilities. (Anchor Charts, motivational activities, Computer-generated engagement activities)

*Implemented instructional strategies in educational programs, such as:

Guided Reading/CAFE© Menu Program and Flexible Grouping

Jan./2002-June/2011

Aldine Independent School District (Houston, Texas)

Oleson Elementary School

Position: Teacher (Language Arts/4th Grade- Self-Contained/4th Grade)

- * Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.
- * Implemented instructional strategies for inclusion students, autistic students and students with emotional and learning disabilities.
- * Provided lessons/activities for 1st, 2nd and 3rd Grade students.

(Summer Enrichment Program)

- * Created writing strategies and techniques to enhance academic writing skills, such as: brainstorming, prewriting editing and publishing compositions.
- * Wrote action plans to improve student academic performance.
- * Provided a classroom library for students.
- * Created reading/writing/math journals and interactive notebooks that enhanced the students' learning as well as their creative abilities.
- * Collaborated with teachers and administrative staff about ways to improve student performance and mastery levels.
- * Provided students with ongoing assessment portfolios that enhanced their academic performance.
- * Analyze student monthly fluency checkpoints.
- * Created higher order thinking word walls.
- * Created student-centered products that focused on various skills and objectives.
- * Member of the SNAPP committee. (Students Needing A Pat and Push)
- * Displayed class academic progress by posting goal sheets.
- * Communicated with parents about student attendance, academic performance, and parent involvement activities.

Aug./1996-Dec./2001

Port Arthur Independent School District (Port Arthur, Texas)

Franklin Elementary School

Pease Elementary School

Position: Teacher (Language Arts/ 4th-5th Grade)

(Self-Contained: Applied Skills)

- * Collaborated with teachers and administrative staff about ways to improve student performance and mastery levels.
- * Monitored students' educational progress in relation to their goals and objectives, recommended appropriate modifications and accommodations to curricular content and instruction as needed.
- * Implemented instructional strategies for inclusion students, autistic students and students with emotional and learning disabilities.
- * Worked with students in the Applied Skills Program.
- * Provided a classroom library for students.
- * Created higher order thinking word walls.
- * Created student-centered products that focused on various skills and objectives.
- * Communicated with parents about student attendance, academic performance, and parent involvement activities.

Education/Certifications

***Lamar University-Port Arthur**

(August/1983-Dec./1986)

(Data Entry Certificate)

***Lamar University –Beaumont**

(August 1990-Dec./1995)

(BAAS Degree)

Texas Teaching Certificates

(Elementary Self-Contained: Grades 01-08)

(Elementary Reading: Grades 01-08)

(English as a Second Language Supplemental: Grades 01-08)

Accomplishments

SHABE ESL Teacher of the Year (Carter Academy: 2014-2015)
(Suburban Houston Association for Bilingual Education)

Teacher of the Year (Pease Elementary School: 2000-2001)

Region 5 Teacher of the Year (2000-2001)

****References****

Jennifer Price, Principal
Carroll Elementary
(281) 878-0340
jmprice@aldineisd.org

Terra Thompson, Assistant Principal
Carroll Elementary
(281) 878-0340
tmthompson@aldineisd.org

Ana Flores, Assistant Principal
Carroll Elementary
(281) 878-0340
afflores-bolivar@aldineisd.org

Best Pool Service

Office: (832) 348-6624

Kim Celestain
Owner

12409 Clover Creek Lane
Pearland, Texas 77584

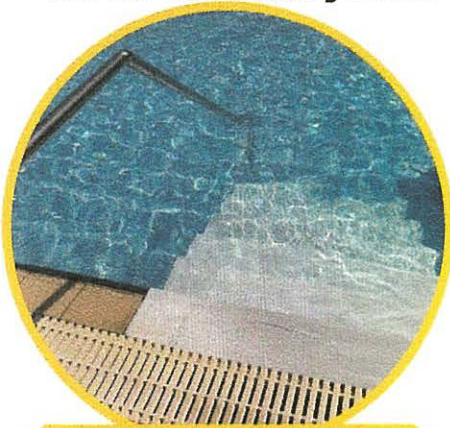
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along with understanding their pool
needs.

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Kim Celestain
Owner
kpcelstain@best-pool-service.com
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Sterling Goudeau

976 Park Meadow Drive, Beaumont, Texas
Cell: (832)970-7605

Professional Summary

A team leader with 10 years customer service experience, strong work ethic and personal drive. A self-motivated, dependable, hard-working individual who enjoys being in service to others. Seeking a position that provides a challenging team environment and opportunities for professional growth.

Certifications

- CPR/First Aid

Specialized Skills

Clinical

- Medical Asepsis Procedures
- Vital Signs and Emergencies
- Laboratory Procedures
- Knowledge of Minor Surgical Procedures
- Phlebotomy (Venipuncture & Butterfly)
- Pharmacology (Sub-q, IM, ID, & Z-track)
- 12-lead EKG

Administrative

- Records & Bookkeeping
- Insurance Law & Ethics
- Front Office Skills
- Appointment scheduling
- Knowledge of Medical Terminology
- Customer Service

Education

Medical Assistant

Brightwood College, Beaumont Campus, Beaumont, Texas

Expected Graduation May 2018

Work History

Best Pool Service, Beaumont, TX

May 2014 – Present

Pool Technician

- Vacuumed, scrubbed, and washed pool interiors and decks, properly.
- Cleaned and replaced pump strainers, sand filters, and cartridge filters, as needed.
- Assisted pool mechanic and performed repairs to pool equipment's and fixtures.
- Operated and maintained all company-provided pool cleaning and servicing equipment's.
- Used water test kits and added correct number of chemicals to pool water.
- Followed safety procedures and adhered to quality standards, as related to work.

Olive Garden, Beaumont, TX

February 2017 – March 2018

Assistant Co-Manager, Service Trainer, Server

- Assisted the General Manager and Assistant Manager in the overall leadership of the restaurant.
- Improved customer service, and maximized the financial success of the restaurant.
- Trained and motivated crew members during the shift.
- Unloaded, stocked and maintained required inventory level.

Chili's Restaurant, Beaumont, TX

February 2016 – February 2017

Server

- Ensured fine dining experiences for customers to encourage repeat business.
- Communicated customer's additional meal requirements and special requests to kitchen staffs.
- Contacted kitchen staffs regarding recook orders and menu question from customers.
- Ensured the quality of food served. Cleared and cleaned tables for next guests.
- Suggested any special menus and desserts to customers.

HEB Pantry, Humble, TX

May 2011 – May 2013

Bakery, Checker/Cashier, Maintenance

- Provided customer service, packaged products, decorated cakes, and checked out customer's groceries
- Clean the stores bakery, restrooms, and displays

PostNet, Humble, TX

May 2009- May 2011

Client Representative

- Shipped packages, customize shipping boxes, provided fax options to customers, and sold stamps.

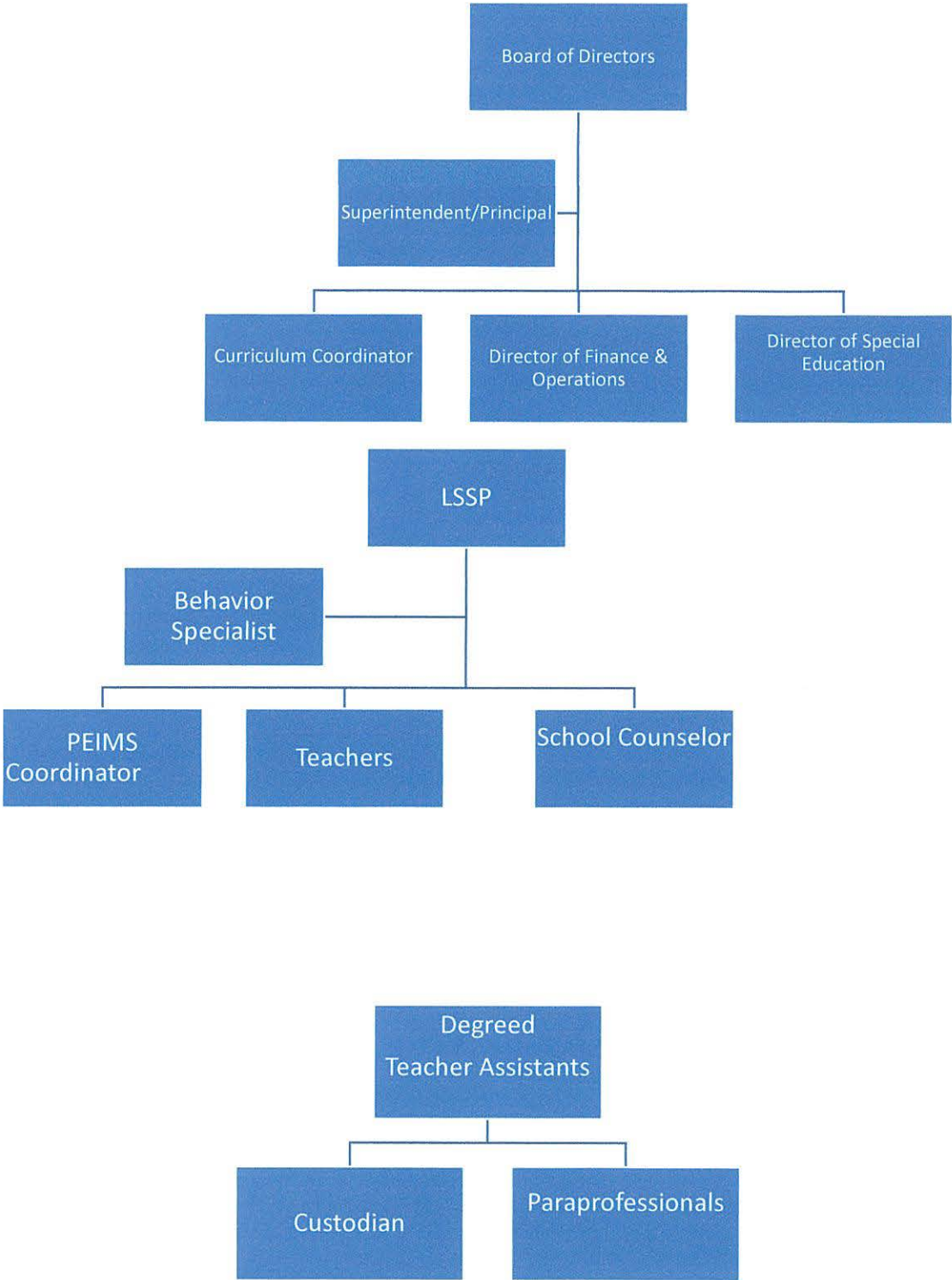
Attachment 13: Organizational Charts for Year 1 and Full Capacity

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.

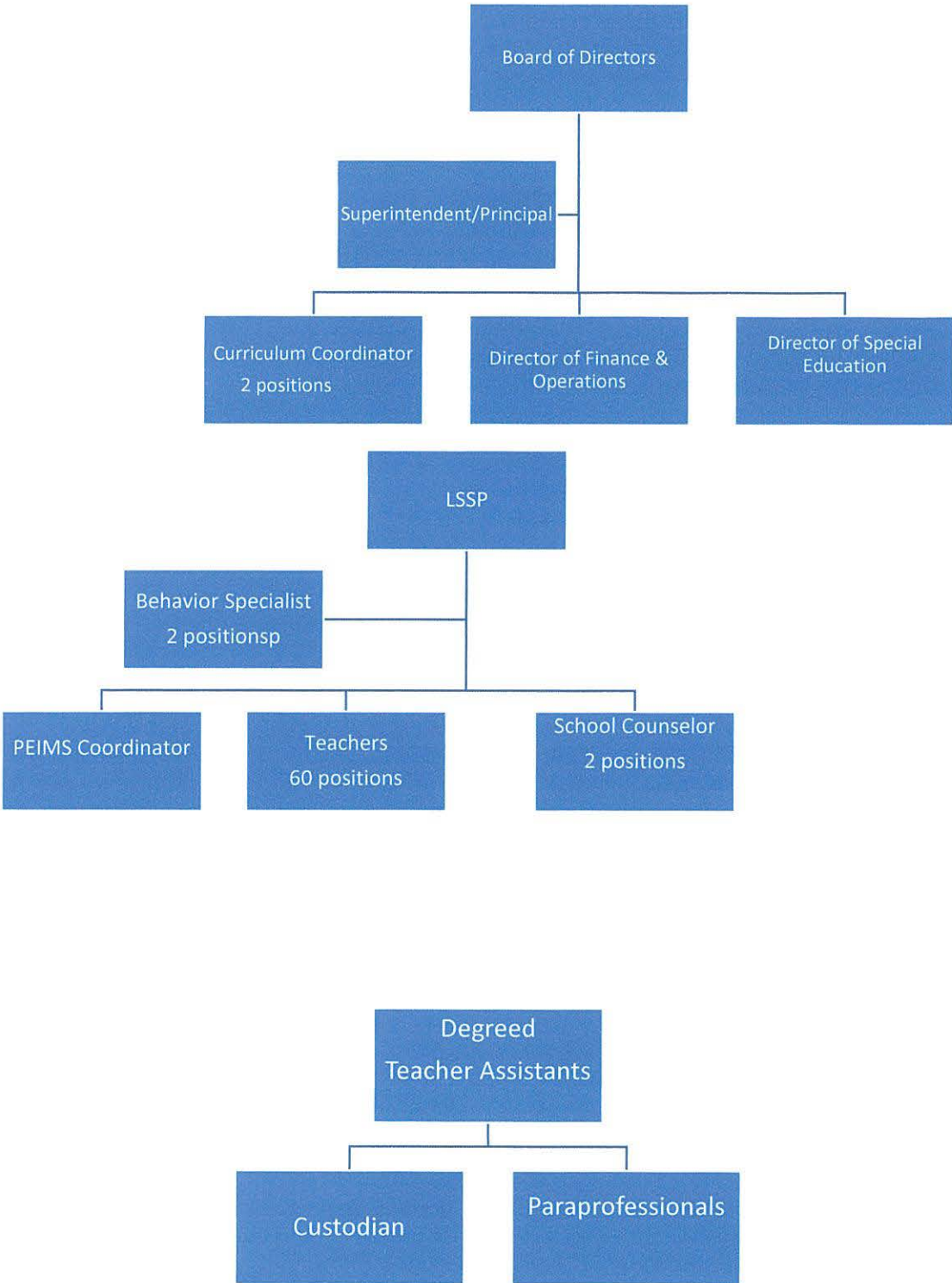
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. 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.

Year 1



Year 5



Attachment 14: Superintendent Evaluation Tool(s)

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

N/A – Superintendent Evaluation Tool has not 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 - Resume and Qualifications were submitted on page 37.

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.

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Superintendent Job Description

Job Responsibilities

The superintendent provides instructional leadership and sets the overall tone and agenda for the schools, students and staff. She collaborates with the district's school board to implement school policies, enforce these policies and manage the staff to ensure compliance with the district's policies. The superintendent also establishes goals and objectives for the district and works with groups of employees to ensure compliance with these objectives.

Qualifications

The set qualifications to obtain a school superintendent position are established by each school district's policies and statewide rules that relate to the position. Some districts may require applicants to possess a doctorate degree in education, while others may set the minimum educational qualifications with a bachelor's or master's degree in education coupled with specific years of work experience in an educational capacity.

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide allrésumés 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.

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Curriculum Coordinator Job Description

Job Responsibilities

Curriculum Coordinator impacts student's and teacher's lives by:

- Raising student achievement by increasing the effectiveness of instruction
- Observing instruction and giving daily and weekly feedback to classroom teachers
- Working with the Principal to design each grade level's standards-based curriculum
- Providing professional development for teachers on instructional delivery of school curriculum and data analysis and usage
- Collaborating with grade-level teams and individual teachers on curriculum integration, planning, and student assessment
- Managing a team of teachers and teacher leaders
- Overseeing the daily schedule and providing leadership on the logistics of the school day
- Using leadership feedback and goal-setting to improve practice
- Participating in the life of the school, including student activities and events
- Taking on other tasks, as needed

Qualifications

- Have an outstanding record of leading academic achievement
- Have a BA or BS degree, Master's degree preferred
- Possess TX Teacher Certification, (or equivalent certification in another state)

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Director of Finance and Operations Job Description

Job Responsibilities

The Director of Finance will develop and lead its financial operations and grow with the school. The Director of Finance will play a key leadership role in this pivotal position reporting to the Principal and will have primary responsibility for the development and execution of the school's ambitious goals.

Responsible for the following:

1. Develop financial strategy, planning, policy and evaluation directly correlated to the school's fiscal functions and performance at all school levels, to align with and support academic initiatives and mission of the school
2. Produce regular financial reports pertaining to financial planning and forecasts, cash flow analysis, budget performance analysis and business modeling for the Principal, and Board of Directors to ensure continuous flow of information for financial transparency
3. Evaluate and advise on the impact of long-range planning, introduction of new programs/strategies and regulatory action
4. Evaluate the Finance Team structure plan for continual improvement of the efficiency and effectiveness of the group and provide team members with professional and personal growth
5. Create and monitor grant budgets and recommend fundraising goals based on overall budget
6. Monitor on an ongoing basis the fiscal stability of the school through the review of annual school budgets, financial reports, audit reports/recommendations and on-site reviews.
7. Determine and develop corrective/remedial action plans as necessary
8. Analyze charter school requests for changes-in-program to determine the extent of financial impact, if any, and monitor any required revisions of the school's budget to ensure that the school remains fiscally viable

9. Manage audits, financial management and other fiscal issues as required

Qualifications

- Have an outstanding record of leading academic achievement
- Have a BA or BS degree, Master's degree preferred
- 4-5 years' experience in financial management

Superior analytical, problem solving and organizational skills

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Director of Special Education Job Description

Job Responsibilities

1. Direct and manage special education programs and services to meet students' needs.
2. Ensure that student progress is evaluated on a systematic basis, and that the findings are used to make special education program more effective.
3. Ensure the use of technology in the teaching-learning process.
4. Encourage and support the development of innovative instructional programs, helping teachers to pilot such efforts when appropriate.
5. Plan the necessary time, resources, and materials to support subordinates in accomplishing educational goals.
6. Manage the special education referral process; arrange for or conduct student assessments; make recommendations regarding placement and program management for individual students.
7. Supervise and monitor the admission, review, and dismissal (ARD) process campus-wide.
8. Participate in committee meetings to ensure the appropriate placement and development of individual education plans for students according to campus procedures.
9. Supervise transition services for special education students entering and exiting public school programs.
10. Provide leadership in the formulation and implementation of contracts for special education students receiving services outside of the district.
11. Obtain and use evaluative findings (including student achievement data) to gauge special education program effectiveness.

Qualifications

- Have an outstanding record of leading academic achievement
- Have a BA or BS degree, Master's degree preferred
- 4-5 years' experience in special education administration and management

Attachment 19: Leadership Evaluation Tool(s)

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

N/A – Leadership Evaluation has not 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.

N/A – Proposed Financial Team has not been selected.

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.

N/A – Proposed Financial Team has not been selected.

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 | | | | | | |

| Positions | Staffing Chart | | | | | |
|--|----------------|-----------|-----------|-----------|-----------|-------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | At capacity |
| Officer | | | | | | |
| Other Central Office staff | | | | | | |
| Total central office FTEs | 2 | 2 | 2 | 2 | 2 | 2 |
| Elementary School Campus Staff | | | | | | |
| School leaders (principal, assistant principal, deans, etc.) | 2 | 2 | 2 | 2 | 2 | 2 |
| Teachers (<i>create a separate row for each grade or core subject</i>) | 13 | 16 | 20 | 20 | 20 | 20 |
| Teachers (specials, e.g., art) | 2 | 2 | 3 | 3 | 3 | 3 |
| Teachers, ESL/Bilingual | 1 | 1 | 1 | 2 | 2 | 2 |
| Teachers, Special Education | 2 | 2 | 3 | 3 | 3 | 3 |
| Student support staff (e.g., paraprofessionals, counselors) | 2 | 5 | 5 | 5 | 5 | 5 |
| Campus operations (e.g., PEIMS coordinator, clerk) | 1 | 1 | 1 | 1 | 1 | 1 |
| Total elementary FTEs | 23 | 29 | 35 | 36 | 36 | 36 |
| Middle School Campus Staff | | | | | | |
| School leaders (principal, assistant principal, deans, etc.) | | 1 | 1 | 2 | 2 | 2 |
| Teachers (separate line for each grade or core subject) | | 3 | 3 | 6 | 6 | 6 |
| Teacher (specials, e.g., art) | | 1 | 2 | 3 | 4 | 4 |
| Teacher, ESL/Bilingual | | 1 | 1 | 2 | 2 | 2 |
| Teacher, Special | | 1 | 1 | 2 | 2 | 2 |

| Positions | Staffing Chart | | | | | |
|---|----------------|--------|--------|--------|--------|-------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | At capacity |
| Education | | | | | | |
| Student support staff (e.g., paraprofessionals, counselors) | | 1 | 2 | 2 | 3 | 3 |
| Campus operations (e.g., PEIMS coordinator, clerk) | | 1 | 1 | 1 | 1 | 1 |
| Total middle school FTEs | 0 | 9 | 11 | 18 | 20 | 20 |
| High School Campus Staff | | | | | | |
| School leaders (principal, assistant principal, deans, etc.) | N/A | | | | | |
| 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.

N/A – Supplemental Human Resources Information Form is under development. Upon completion Region 4 Education Service Center will be advising the Leadership Team for Unique Education Academy of Success.

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.

-The following several pages consists of the Supplemental Human Resources Information Forms that are proposed for the utility of Unique Education Academy of Success.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|--|-------------------------------------|--|-------------------------------------|--|
| <input type="text" value="Beaumont ISD"/> | <input type="text" value="123910"/> | <input type="text" value="Beaumont"/> | <input type="text" value="19,000"/> | <input type="text" value="\$200,000-\$230,000"/> |
| <input type="text" value="Galena Park ISD"/> | <input type="text" value="101910"/> | <input type="text" value="Houston"/> | <input type="text" value="22,300"/> | <input type="text" value="\$226,000-\$250,000"/> |
| <input type="text" value="Deer Park ISD"/> | <input type="text" value="101908"/> | <input type="text" value="Deer Park"/> | <input type="text" value="13,000"/> | <input type="text" value="\$175,000-\$185,000"/> |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification
Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|-------------------------|---------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$125,000-\$130,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$147,000-\$155,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$115,000-\$125,000 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$55,000-\$75,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$63,000-\$65,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$56,000-\$65,000 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$15,000-\$33,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$17,000-\$35,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$18,000-\$30,000 |

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Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$15,000-\$30,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$17,000-\$28,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$18,000-\$27,000 |

Name of Proposed Charter School: UNIQUE EDUCATION ACADEMY OF SUCCESS

Name of Sponsoring Entity: UNIQUE EDUCATION

Position Title: Teacher Assistant

Reports to: Classroom Teacher (assigned)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Support classroom teacher.

2. Assist with parental communication.

3. Assist teacher with grading student work.

4. Assist teacher with instructional facilitation.

5. Support teacher with lesson creation, planning and instruction, as appropriate.

6. Group students and participate in small group tasks.

7. Assist students with academic and behavior needs.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$17,000-\$24,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$15,000-\$27,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$19,000-\$28,000 |

Name of Proposed Charter School: UNIQUE EDUCATION ACADEMY OF SUCCESS

Name of Sponsoring Entity: UNIQUE EDUCATION

Position Title: Paraprofessional

Reports to: Director of Special Education

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Support classroom teacher to ensure academic success.

2. Communicate with students and families with a positive attitude.

3. Support classroom teacher with student engagement.

4. Support Teachers in implementing IEP/504 accommodations in the classroom. as appropriate.

5. Provide and create student grouping for academic and behavioral compliance and performance-driven tasks.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|---------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$105,000-\$120,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$117,000-\$135,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$105,000-\$115,000 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$25,000-\$30,000 |
| Gale mPark ISD | 101910 | H o s t o n | 22,300 | \$27,000-\$45,000 |
| Deer Park ISD | 101908 | Deer Par k | 13,000 | \$25,000-\$40,000 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|-------------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$47,000-\$54,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$55,000-\$67,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$49,000-\$58,000 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$45,000-\$52,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$52,000-\$63,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$48,000-\$55,000 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$48,000-\$65,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$58,000-\$68,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$56,000-\$65,000 |

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN | Located in (City) | # of Students Served | Salary Range |
|------------------|--------|-------------------|----------------------|-------------------|
| Beaumont ISD | 123910 | Beaumont | 19,000 | \$60,000-\$67,000 |
| Galena Park ISD | 101910 | Houston | 22,300 | \$63,000-\$69,000 |
| Deer Park ISD | 101908 | Deer Park | 13,000 | \$62,500-\$68,000 |

Name of Proposed Charter School: UNIQUE EDUCATION ACADEMY OF SUCCESS

Name of Sponsoring Entity: UNIQUE EDUCATION

Position Title: Behavior Specialist/LSSP

Reports to: Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Design behavioral positive interventions, goals, and objectives to promote happy and safe academic learning.
2. Monitor classroom behaviors of each classroom.
3. Assist with making classroom environments engaging and pleasant.
4. Collect and monitor behavioral data for campus staff.
5. Support campus staff in understanding behavioral needs of students.
6. Provide behavioral counseling support and psycho-educational services.
7. Communicate with parents regarding in-home training needs.
8. Provide professional development in psycho-education and related behavioral trends to staff throughout the year.
9. Participate in ARD/IEP meetings, as needed.
10. Provide social skills education support to students and staff, as appropriate.

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Attachment 24: Teacher Evaluation Tool(s)

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

N/A -Teacher Evaluation Tool has not 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.

N/A - Unique Education Academy of Success will adopt and follow the Beaumont Independent School District Academic calendar. Please see attachment in English and Spanish.



Beaumont Independent School District 2019-2020 Calendar

Approved January 17, 2019

| JULY 2019 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| AUGUST 2019 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| SEPTEMBER 2019 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| OCTOBER 2019 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| NOVEMBER 2019 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| DECEMBER 2019 | | | | | | |
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| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Beaumont ISD
Administration Building
3395 Harrison Avenue
Beaumont, Texas 77706
(409) 617-5000 • Fax (409) 617-5184

KEY

- First Day of Semester
- Staff Development/Student Holiday
- Teacher Work Day
- New Teacher Orientation
- End of Grading Period
- Thanksgiving Break
- Winter Break
- Spring Break
- 1/2 Day Early Release
- Staff/Student Holiday
- STAAR Test Dates
- Bad Weather Day
- Goals Night
 - Middle School - Tuesday, Sept. 3
 - Elementary School - Thursday, Sept. 5
 - High School - Monday, Sept. 9

NINE-WEEK GRADING PERIODS

1st - Aug. 14 - Oct. 11

2nd - Oct. 15 - Dec. 19

3rd - Jan. 8 - Mar. 13

4th - Mar. 23 - May 28

FIRST & LAST DAY OF SCHOOL

August 14, 2019

May 28, 2020

GRADUATION DATE

May 22, 2020 - Early College High School
(West Brook HS Performing Arts Center)

May 27, 2020 - Beaumont United High School

May 28, 2020 - West Brook High School

| JANUARY 2020 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| FEBRUARY 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| MARCH 2020 | | | | | | |
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| S | M | T | W | T | F | S |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| APRIL 2020 | | | | | | |
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| MAY 2020 | | | | | | |
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| S | M | T | W | T | F | S |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| JUNE 2020 | | | | | | |
|-----------|----|----|----|----|----|----|
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

El Distrito Escolar Independiente de Beaumont

Calendario Escolar 2019-2020

Aprobado 17 de Enero 2019

JULIO 2019

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

AGOSTO 2019

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

SEPTIEMBRE 2019

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

OCTUBRE 2019

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

NOVIEMBRE 2019














| S | M | T | W | T | F | S |
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| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

DICIEMBRE 2019

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Beaumont ISD
Edificio de Administración
3395 Harrison Avenue
Beaumont, Texas 77706
(409) 617-5000 • Fax (409) 617-5184

CLAVE

-  - Primer Día del Semestre
-  - Capacitación del Personal
-  - Día de trabajo para Maestros
-  - Orientación para los nuevos Maestros
-  - Termina Periodo de Calificaciones
-  - Vacaciones de Acción de Gracias
-  - Vacaciones de Invierno
-  - Vacaciones de Primavera
-  - 1/2 Día Salida Anticipada
-  - Día Festivo Estudiantes/Personal
-  - Fecha de Exámenes STAAR
-  - Día de mal clima
-  **Noches de Metas**
Secundaria - Septiembre 3
Primaria - Septiembre 5
Preparatoria - Septiembre 9

PERIODO DE CALIFICACIONES NUEVE SEMANAS

- 1 - Del 14 de Agosto al 11 de Octubre
- 2 - Del 15 de Octubre al 19 de Diciembre
- 3 - Del 8 de Enero al 13 de Marzo
- 4 - Del 23 de Marzo al 28 de Mayo

PRIMER Y ÚLTIMO DÍA DE CLASES

14 de Agosto 2019
28 de Mayo 2020

FECHA DE GRADUACIÓN

May 22, 2020 - Early College High School
(West Brook HS Performing Arts Center)
May 27, 2020 - Beaumont United High School
May 28, 2020 - West Brook High School

ENERO 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

FEBRERO 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

MARZO 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

ABRIL 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

MAYO 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

31

JUNIO 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Attachment 26: Proposed School Schedules

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

Unique Education Academy of Success will partner with Region 4 Education Service Center to ensure optimal educational efficacy for our students.

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.*

Our calendar

Unique Education Academy of Success' mission is to ensure that our students are happy and safe while they learn at school. Students will be given practical projects to complete that interest them the most. We will have a gallery of student projects that will be open to the community for review. Our calendar will be designed to have schedule breaks in accordance with Beaumont ISD's calendar. We will provide a positive rigorous continuum of instruction as well as scheduling respite breaks for revitalization. We will provide a 7.5 hour instructional day for approximately 182 days which is greater than the 75,6000 required number of instructional minutes, designated by the Texas Education Agency. This schedule does not include a 20 minute dismissal time constraint.

Our schedule

Unique Education Academy of Success will operate a 7.5 hour school day. The school will begin at 8:00 a.m. and end at 4:05 p.m. for all students. Teachers and administrators will begin their day at 7:15 a.m. and end at 4:30 p.m.

Our example school daily schedule

8:00 - 8:30 am **Current Events** circle discussion with clear behavioral curriculum

8:30 - 9:30 am **Science** Hour

9:30-10:00 am Recreation Break (Extracurricular elective)

10:00-11:00 am **Literacy** Enhancement Hour

11:00-11:45 am Physical Education (Extracurricular elective)

11:45-12:15 pm Lunch

12:15-1:00 pm Recess Break (Extracurricular elective)

1:00-2:00 pm **Mathematics** Hour

2:00 - 2:30 pm Recess

2:30 - 3:30 pm **Social Studies and History** Hour

3:30 - 3:45 pm Reflection Relief (Discussion of the day's happenings)

3:45 – 4:05 pm Dismissal

This schedule affiliates with our desire to make learning fun, fantastic, and practical by creating time for thorough core content fulfillment, daily rejuvenation breaks, specific time devoted to self-regulation and self-esteem building, and time for students to achieve academic success through student-engaged lectures.

Unique Education Academy of Success will partner with, adopt, and follow the Beaumont Independent School District school calendar and elementary and middle schedule as much as possible, as appropriate.

Please see Attachment 25-26.

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.

Student Recruitment and Enrollment

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

Unique Education Academy of Success plans on participating in open enrollment. All students residing in the required zip codes are eligible for open enrollment. We will meet all state and federal laws and design our application process so that it includes all families. The application will be easy to understand, available in at least English and Spanish and available on paper and online.

We promise to make clear and precise efforts to enforce the non-discrimination policy which complies with the TEC code that states, "No person shall, on the basis of a person's actual or perceived identity with regard to race, color, religion, gender, age, disability, sexual orientation, gender identity, gender expression, ancestry, nationality, pregnancy, political or religious beliefs, national or ethnic origin, veteran status, parental status, academic, artistic, or athletic ability, any other distinguishing physical or genetic characteristics, or the district the child would otherwise attend, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, harassment, intimidation, or bullying under any education program or activity including admission and/or enrollment at Unique Education Academy of Success."

The enrollment period occurs from October 4th to March 31st of each year. If Unique Education Academy of Success is awarded a charter, the application will be made available online and in-print as of October 4, 2020. We will conduct and host several community events from October 4, 2020 through March 31, 2021 of which hard copy applications will be available for community participation and knowledge. Please see Attachment 27.

References:

-TEC code 12

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

N/A – A facility has not been chosen for Unique Education Academy of Success.

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 – A facility has not been secured for Unique Education Academy of Success.

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Financial Planning

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

All costs outlined below are congruent with our budget. (See Budget Narrative and Financial Workbook.) If awarded a charter and per their duties, Unique Education Academy of Success' Board will review and approve the annual budget. Our June 2020 - July 2021 expenses are estimated as follows:

Personnel. We have budgeted \$113,250 for personnel costs, which include salaries and benefits for the Superintendent/Principal (hired for 100% of the 12-month timeframe), Curriculum Coordinator (hired for 100% of the 12-month timeframe), Director of Finance and Operations (hired for the latter 50% of the 12-month timeframe), and the PEIMS Coordinator (hired for the latter 30% of the 12-month timeframe).

Please see Attachments 31-37.

Start-up Plan

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

Our Start-up costs

We have developed the following four key priorities for our start-up year that guide our focus, timeline, and tasks which are outlined below. To explain how our Board and organizational leaders oversee the creation, adoption, and implementation of our start-up plan, we have outlined the owners of key responsibilities and tasks below.

[Key: SUP/PR=Superintendent/Principal, DFO=Director of Finance and Operations, BD=Board]

- ❖ Significance 1: Lease and prepare a facility that meets the needs of our school model. -Work with Dee Richards Realty to identify and evaluate at least 3 potential properties within our primary geographic boundary by Nov 2020. Owner: BD, SUP/PR -Negotiate lease terms and conditions by Jan 2021. Owner: BD, SUP/PR -Sign lease by Jan 2021. Owner: BD -Collect at least 3 bids for needed renovations and repairs by Feb 2021. Owner: BD, SUP/PR -Secure funding through most competitive loan product bid for any necessary renovations and/or repairs by Mar 2021 (if needed). Owner: BD, SUP/PR -Complete any needed renovations and pass final inspections by June 2021. Owner: DFO -Secure required insurance and permits to open doors on schedule and operate in full compliance with the law by Jun 2021. Owner: SUP/PR, DFO -Order equipment, furniture, and supplies for facility by Jun 2021.
- ❖ Significance 2: Meet or exceed enrollment goals, ensuring that our school is fully enrolled, and welcoming to all families. -Develop marketing plan for student enrollment including print and digital media in English and Spanish by Aug 2021. Owner: SUP/PR -Design, print, and post on our website a student application form that makes it clear Unique Education Academy of Success is open to all students by Aug 2021.

Please see Attachment 30.

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.

Unique Education Academy of Success

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:

Unique Education

Contact Email:

plgoudea@yahoo.com

Contact Phone:

832-348-6624

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:

81,000

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

Unique Education Academy of Success

FINANCIAL PLAN WORKBOOK SUMMARY

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue

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

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

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

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES****NET OPERATING INCOME (before depreciation)****STUDENT ENROLLMENT**

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

| Start-Up Year 0 | Year 1 | Year 2 | Year 3 | Year 4 |
|--------------------|--------|--------|--------|--------|
| 2021 | 2022 | 2023 | 2024 | 2025 |

| | | | | |
|-------------------|---------------------|---------------------|---------------------|---------------------|
| | \$ 3,506,012 | \$ 4,207,214 | \$ 5,048,657 | \$ 6,058,388 |
| | \$ 500,000 | \$ 550,000 | \$ 605,000 | \$ 665,500 |
| \$ 270,000 | \$ 250,000 | \$ 325,000 | \$ 422,500 | \$ 549,250 |
| \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 |

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - |
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| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| \$ - | \$ - | \$ - | \$ - | \$ - |
|-------------|-------------|-------------|-------------|-------------|

| | | | | |
|-------------------|---------------------|---------------------|---------------------|---------------------|
| \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 |
|-------------------|---------------------|---------------------|---------------------|---------------------|

| | | | | |
|--|-----------|----------|----------|----------|
| | 300 | 600 | 750 | 1,000 |
| | \$ 14,187 | \$ 8,470 | \$ 8,102 | \$ 7,273 |
| | \$ - | \$ - | \$ - | \$ - |



| |
|---------------|
| Year 5 |
| 2026 |

| | |
|----|------------------|
| \$ | 7,270,065 |
| \$ | 732,050 |
| \$ | 714,025 |
| \$ | 8,716,140 |

| | |
|----|---|
| \$ | - |
| \$ | - |
| \$ | - |
| \$ | - |
| \$ | - |

| | |
|----|---|
| \$ | - |
| \$ | - |
| \$ | - |
| \$ | - |
| \$ | - |

| | |
|----|---|
| \$ | - |
|----|---|

| | |
|----|------------------|
| \$ | 8,716,140 |
|----|------------------|

| | |
|----|-------|
| | 1,032 |
| \$ | 8,446 |
| \$ | - |

Unique Education Academy of Success
PERSONNEL

[illegible][illegible]

[illegible]

Unique Education Academy of Success PROJECTED BUDGET / OPERATING PLAN

SUMMARY

| | Start-Up Year 0 2021 | Year 1 2022 | Year 2 2023 | Year 3 2024 | Year 4 2025 | Year 5 2026 |
|--|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Total Revenue | 270,000 | 4,256,012 | 5,082,214 | 6,076,157 | 7,273,138 | 8,716,140 |
| Total Expenses | - | - | - | - | - | - |
| Net Operating Income (before Depreciation) | 270,000 | 4,256,012 | 5,082,214 | 6,076,157 | 7,273,138 | 8,716,140 |
| Revenue Per Pupil | | 14,186.71 | 8,470.36 | 8,101.54 | 7,273.14 | 8,445.87 |
| Expenses Per Pupil | | - | - | - | - | - |

REVENUE

| | | | | | | |
|------------------------------|------------|--------------|--------------|--------------|--------------|--------------|
| TOTAL STATE REVENUES | | 3,506,012 | 4,207,214 | 5,048,657 | 6,058,388 | 7,270,065 |
| TOTAL FEDERAL REVENUES | | 500,000 | 550,000 | 605,000 | 665,500 | 732,050 |
| TOTAL LOCAL & OTHER REVENUES | \$ 270,000 | 250,000 | 325,000 | 422,500 | 549,250 | 714,025 |
| TOTAL REVENUE | \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

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

INSTRUCTIONAL PERSONNEL COSTS

| | | | | | | |
|-------------------------------------|------|------|------|------|------|------|
| Teachers - Regular | - | - | - | - | - | - |
| Teachers - SPED | - | - | - | - | - | - |
| Substitute Teachers | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - |
| Specialty Teachers | - | - | - | - | - | - |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - |
| Other - Instructional | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

NON-INSTRUCTIONAL PERSONNEL COSTS

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

| | Start-Up Year 0 2021 | Year 1 2022 | Year 2 2023 | Year 3 2024 | Year 4 2025 | Year 5 2026 |
|--|----------------------------|----------------|----------------|----------------|----------------|----------------|
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Social Security | - | - | - | - | - | - |
| Medicare | - | - | - | - | - | - |
| State Unemployment | - | - | - | - | - | - |
| Worker's Compensation Insurance | - | - | - | - | - | - |
| Custom Other Tax #1 | - | - | - | - | - | - |
| Custom Other Tax #2 | - | - | - | - | - | - |
| Health Insurance | - | - | - | - | - | - |
| Dental Insurance | - | - | - | - | - | - |
| Vision Insurance | - | - | - | - | - | - |
| Life Insurance | - | - | - | - | - | - |
| Retirement Contribution | - | - | - | - | - | - |
| Custom Fringe #1 | - | - | - | - | - | - |
| Custom Fringe #2 | - | - | - | - | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | - | - | - | - | - | - |
| Legal | - | - | - | - | - | - |
| Management Company Fee | - | - | - | - | - | - |
| Nurse Services | - | - | - | - | - | - |
| Food Service / School Lunch | - | - | - | - | - | - |
| Payroll Services | - | - | - | - | - | - |
| Special Ed Services | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | - | - | - | - | - | - |
| Custom Contracted Services #1 | - | - | - | - | - | - |
| Custom Contracted Services #2 | - | - | - | - | - | - |
| Custom Contracted Services #3 | - | - | - | - | - | - |
| TOTAL | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

| Start-Up Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|--------|--------|--------|--------|--------|
| 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |

SCHOOL OPERATIONS

| | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| Board Expenses | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | - | - | - | - | - |
| Special Ed Supplies & Materials | - | - | - | - | - | - |
| Textbooks / Workbooks | - | - | - | - | - | - |
| Supplies & Materials other | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - |
| Telephone | - | - | - | - | - | - |
| Technology | - | - | - | - | - | - |
| Student Testing & Assessment | - | - | - | - | - | - |
| Field Trips | - | - | - | - | - | - |
| Transportation (student) | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | - |
| Office Expense | - | - | - | - | - | - |
| Staff Development | - | - | - | - | - | - |
| Staff Recruitment | - | - | - | - | - | - |
| Student Recruitment / Marketing | - | - | - | - | - | - |
| School Meals / Lunch | - | - | - | - | - | - |
| Travel (Staff) | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - |
| After School Program | - | - | - | - | - | - |
| Custom Operations #1 | - | - | - | - | - | - |
| Custom Operations #2 | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

FACILITY OPERATION & MAINTENANCE

| | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| Insurance | - | - | - | - | - | - |
| Janitorial Services | - | - | - | - | - | - |
| Building and Land Rent / Lease | - | - | - | - | - | - |
| Repairs & Maintenance | - | - | - | - | - | - |
| Security Services | - | - | - | - | - | - |
| Utilities | - | - | - | - | - | - |
| Internet | - | - | - | - | - | - |
| Custom Facilities Operations #1 | - | - | - | - | - | - |
| Custom Facilities Operations #2 | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

RESERVES / CONTINGENCIES

| | | | | | | |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| TOTAL EXPENSES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|

| | | | | | | |
|--|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| NET OPERATING INCOME (before Depreciation) | \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |
| DEPRECIATION & AMORTIZATION | - | - | - | - | - | - |
| NET OPERATING INCOME (including Depreciation) | \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |

Unique Education Academy of Success

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 | | |
| <div>REVENUE</div> <div>Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.</div> | | | | | | | | | | |
| TOTAL STATE REVENUES | | 3,506,012 | | | 20.00% | 20.00% | 20.00% | 20.00% | | |
| TOTAL FEDERAL REVENUES | | 500,000 | | | 10.00% | 10.00% | 10.00% | 10.00% | | |
| TOTAL LOCAL & OTHER REVENUES | 270,000 | 250,000 | | | 30.00% | 30.00% | 30.00% | 30.00% | | |
| TOTAL REVENUE | \$ 270,000 | \$ 4,256,012 | | | | | | | | |
| EXPENSES | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | |
| Executive Management | - | - | | | | | | | | |
| Instructional Management | - | - | | | | | | | | |
| Deans, Directors & Coordinators | - | - | | | | | | | | |
| CFO / Director of Finance | - | - | | | | | | | | |
| Operation / Business Manager | - | - | | | | | | | | |
| Administrative Staff | - | - | | | | | | | | |
| Other - Administrative | - | - | | | | | | | | |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$ - | \$ - | | | | | | | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | |
| Teachers - Regular | - | - | | | | | | | | |
| Teachers - SPED | - | - | | | | | | | | |
| Substitute Teachers | - | - | | | | | | | | |
| Teaching Assistants | - | - | | | | | | | | |
| Specialty Teachers | - | - | | | | | | | | |
| Aides | - | - | | | | | | | | |
| Therapists & Counselors | - | - | | | | | | | | |
| Other - Instructional | - | - | | | | | | | | |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$ - | \$ - | | | | | | | | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | |
| Nurse | - | - | | | | | | | | |
| Librarian | - | - | | | | | | | | |
| Custodian | - | - | | | | | | | | |
| Security | - | - | | | | | | | | |
| Other - Non-Instructional | - | - | | | | | | | | |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | \$ - | \$ - | | | | | | | | |
| TOTAL PERSONNEL EXPENSES | \$ - | \$ - | | | | | | | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | |
| Social Security | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Medicare | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| State Unemployment | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Worker's Compensation Insurance | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Custom Other Tax #1 | - | - | 0.00% | 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% | 0.00% | |
| Health Insurance | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Dental Insurance | - | - | 0.00% | 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% | 0.00% | |
| Life Insurance | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Retirement Contribution | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |
| Custom Fringe #1 | - | - | 0.00% | 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% | 0.00% | |
| TOTAL PAYROLL TAXES AND BENEFITS | \$ - | \$ - | | | | | | | | |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ - | \$ - | | | | | | | | |

Unique Education Academy of Success
REVENUE AND EXPENSE ASSUMPTIONS

| | BUDGET | | ASSUMPTIONS | | | | | | Notes and Descriptions of Assumptions for Start-Up Year | Notes and Descriptions of Assumptions for Year 1 through Year 5 |
|--|---|----------------|----------------------------|----------------|----------------|----------------|----------------|----------------|--|--|
| | Start-Up Year 0 2021 | Year 1 2022 | Start-Up Year 0 2021 | Year 1 2022 | Year 2 2023 | Year 3 2024 | Year 4 2025 | Year 5 2026 | | |
| | Enter the % change below for which the amount entered in column F should change each year. | | | | | | | | | |
| CONTRACTED SERVICES | | | | | | | | | | |
| Accounting / Audit | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Legal | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Management Company Fee | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Nurse Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Food Service / School Lunch | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Payroll Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Special Ed Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | \$ - | \$ - | | | | | | | | |
| SCHOOL OPERATIONS | | | | | | | | | | |
| Board Expenses | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Classroom / Teaching Supplies & Materials | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Special Ed Supplies & Materials | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Textbooks / Workbooks | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Supplies & Materials other | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Equipment / Furniture | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Telephone | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Technology | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Student Testing & Assessment | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Field Trips | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Transportation (student) | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Student Services - other | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Office Expense | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Staff Development | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Staff Recruitment | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Student Recruitment / Marketing | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| School Meals / Lunch | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Travel (Staff) | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | \$ - | \$ - | | | | | | | | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | |
| Insurance | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Janitorial Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Building and Land Rent / Lease | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Repairs & Maintenance | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Security Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Utilities | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Internet | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | \$ - | \$ - | | | | | | | | |
| RESERVES / CONTIGENCIES | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| TOTAL EXPENSES | \$ - | \$ - | | | | | | | | |
| NET OPERATING INCOME (before Depreciation) | \$ 270,000 | \$ 4,256,012 | | | | | | | | |
| DEPRECIATION & AMORTIZATION | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| NET OPERATING INCOME (including Depreciation) | \$ 270,000 | \$ 4,256,012 | | | | | | | | |

Unique Education Academy of Success

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 | 34.00 | 76.00 | 87.00 | 101.00 | 105.00 |
| 1st Grade | 56.00 | 78.00 | 89.00 | 97.00 | 103.00 |
| 2nd Grade | 63.00 | 96.00 | 98.00 | 108.00 | 112.00 |
| 3rd Grade | 51.00 | 93.00 | 100.00 | 122.00 | 131.00 |
| 4th Grade | 42.00 | 91.00 | 106.00 | 117.00 | 119.00 |
| 5th Grade | 54.00 | 71.00 | 75.00 | 123.00 | 113.00 |
| 6th Grade | | 95.00 | 97.00 | 107.00 | 107.00 |
| 7th Grade | | | 98.00 | 115.00 | 118.00 |
| 8th Grade | | | | 110.00 | 124.00 |
| 9th Grade | | | | | |
| 10th Grade | | | | | |
| 11th Grade | | | | | |
| 12th Grade | | | | | |
| Total Number of All Students Enrolled (Average Membership) | 300.00 | 600.00 | 750.00 | 1,000.00 | 1,032.00 |
| Total Number of High School Students Enrolled | - | - | - | - | - |
| Average Daily Attendance (ADA) % | 100% | 100% | 100% | 100% | 100% |
| Average Daily Attendance (ADA) | 300.00 | 600.00 | 750.00 | 1,000.00 | 1,032.00 |
| Percent change YOY | | 100% | 25% | 33% | 3% |

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 |
|---|--------|----------|--------|----------|--------|----------|-------|----------|------|
| Number Enrolled in Homebound | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Hospital Class | - | - | - | - | - | - | - | - | - |
| Number Enrolled in Speech Therapy | 12.00 | 12.00 | 15.00 | 20.00 | 25.00 | 30.00 | - | - | - |
| Number Enrolled in Resource Room | 10.00 | 10.00 | 20.00 | 20.00 | 30.00 | 30.00 | - | - | - |
| Number Enrolled in Self-Contained Mild/Mod/Sev | 7.00 | 7.00 | 10.00 | 12.00 | 15.00 | 15.00 | - | - | - |
| 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 | 75.00 | 75.00 | 100.00 | 120.00 | 124.00 | 125.00 | | | |
| Special Education Student Count (SPED) | 104.00 | 104.00 | 145.00 | 172.00 | 194.00 | 200.00 | - | - | - |
| Special Education Student Count % | 34.67% | 34.67% | 24.17% | 28.67% | 25.87% | 26.67% | | | |
| Percent change YOY | | | 39% | 65% | 34% | 16% | -100% | -100% | 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 |
|--|-------------|--------------------------------------|-------------|--------------------------------------|-------------|--------------------------------------|-------------|--------------------------------------|-------------|
| Number Enrolled in One-hour Class | - | 95.00 | 97.00 | 97.00 | 107.00 | 107.00 | 107.00 | | |
| Number Enrolled in Two-hour Class | | - | 98.00 | 98.00 | 80.00 | 80.00 | 100.00 | | |
| Number Enrolled in Three-hour Class | | - | | | 60.00 | 60.00 | 85.00 | | |
| Number Enrolled in Four-hour Class | | - | | | | | | | |
| Number Enrolled in Five-hour Class | | - | | | | | | | |
| Number Enrolled in Six-hour Class | | - | | | | | | | |
| Career & Technology Students Enrolled | - | 95.00 | 195.00 | 195.00 | 247.00 | 247.00 | 292.00 | - | - |
| % of Career & Technology Students | | 31.67% | 32.50% | 32.50% | 32.93% | 32.93% | 29.20% | | |
| Percent change YOY | | | 0% | 105% | 27% | 27% | 18% | -100% | -100% |

| 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 | 12.00 | 24.00 | 30.00 | 30.00 | 40.00 |
| % of Gifted and Talented Students Enrolled | 4.00% | 4.00% | 4.00% | 3.00% | 3.88% |
| Number of Pregnancy Related Students | | | | | |
| % of Pregnancy Related Students Enrolled | | | | | |
| Number of Students Enrolled in Bilingual/ESL | 25.00 | 300.00 | 400.00 | 400.00 | 450.00 |
| % of Students Enrolled in Bilingual/ESL | 8.33% | 50.00% | 53.33% | 40.00% | 43.60% |

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Special Education Error Check | | | | | |
| Career and Technology Error Check | | | | | |

| | | | | | |
|-----------------------------------|--------|--------|--------|----------|----------|
| Compensatory Education Enrollment | 300.00 | 600.00 | 750.00 | 1,000.00 | 1,032.00 |
|-----------------------------------|--------|--------|--------|----------|----------|

| 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% |

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.

Unique Education Academy of Success

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

| | | |
|------------------------------------|--|---|
| Lead Applicant Name: | Unique Education | |
| Contact Email: | plgoudea@yahoo.com | |
| Contact Phone: | 832-348-6624 | |
| Start-Up (Year 0) Fiscal Year End: | 2021 | <i>Enter the 4-digit year (XXXX)</i> |
| Year One Fiscal Year End: | 2022 | <i>Enter the 4-digit year (XXXX)</i> |
| Fiscal Year End Date: | June 30 | <i>Select date</i> |
| Total School Year Minutes: | 81,000 | <i>Enter the number of minutes (e.g., 75,600)</i> |

Unique Education Academy of Success

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 | 34.00 | 76.00 | 87.00 | 101.00 | 105.00 |
| 1st Grade | 56.00 | 78.00 | 89.00 | 97.00 | 103.00 |
| 2nd Grade | 63.00 | 96.00 | 98.00 | 108.00 | 112.00 |
| 3rd Grade | 51.00 | 93.00 | 100.00 | 122.00 | 131.00 |
| 4th Grade | 42.00 | 91.00 | 106.00 | 117.00 | 119.00 |
| 5th Grade | 54.00 | 71.00 | 75.00 | 123.00 | 113.00 |
| 6th Grade | | 95.00 | 97.00 | 107.00 | 107.00 |
| 7th Grade | | | 98.00 | 115.00 | 118.00 |
| 8th Grade | | | | 110.00 | 124.00 |
| 9th Grade | | | | | |
| 10th Grade | | | | | |
| 11th Grade | | | | | |
| 12th Grade | | | | | |
| Total Number of All Students Enrolled (Average Membership) | 300.00 | 600.00 | 750.00 | 1,000.00 | 1,032.00 |
| Total Number of High School Students Enrolled | - | - | - | - | - |
| Average Daily Attendance (ADA) % | 100% | 100% | 100% | 100% | 100% |
| Average Daily Attendance (ADA) | 300.00 | 600.00 | 750.00 | 1,000.00 | 1,032.00 |
| Percent change YOY | | 100% | 25% | 33% | 3% |

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 | 12.00 | 12.00 | 15.00 | 20.00 | 25.00 | 30.00 | - | - | - | - |
| Number Enrolled in Resource Room | 10.00 | 10.00 | 20.00 | 20.00 | 30.00 | 30.00 | - | - | - | - |
| Number Enrolled in Self-Contained Mild/Mod/Sev | 7.00 | 7.00 | 10.00 | 12.00 | 15.00 | 15.00 | - | - | - | - |
| 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 | 75.00 | 75.00 | 100.00 | 120.00 | 124.00 | 125.00 | | | | |
| Special Education Student Count (SPED) | 104.00 | 104.00 | 145.00 | 172.00 | 194.00 | 200.00 | - | - | - | - |
| Special Education Student Count % | 34.67% | 34.67% | 24.17% | 28.67% | 25.87% | 26.67% | | | | |
| Percent change YOY | | | 39% | 65% | 34% | 16% | -100% | -100% | 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 | - | 95.00 | 97.00 | 97.00 | 107.00 | 107.00 | 107.00 | | | |
| Number Enrolled in Two-hour Class | | - | 98.00 | 98.00 | 80.00 | 80.00 | 100.00 | | | |
| Number Enrolled in Three-hour Class | | - | | | 60.00 | 60.00 | 85.00 | | | |
| Number Enrolled in Four-hour Class | | - | | | | | | | | |
| Number Enrolled in Five-hour Class | | - | | | | | | | | |
| Number Enrolled in Six-hour Class | | - | | | | | | | | |
| Career & Technology Students Enrolled | - | 95.00 | 195.00 | 195.00 | 247.00 | 247.00 | 292.00 | - | - | - |
| % of Career & Technology Students | | 31.67% | 32.50% | 32.50% | 32.93% | 32.93% | 29.20% | | | |
| Percent change YOY | | | 0% | 105% | 27% | 27% | 18% | -100% | -100% | 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 | 12.00 | 24.00 | 30.00 | 30.00 | 40.00 |
| % of Gifted and Talented Students Enrolled | 4.00% | 4.00% | 4.00% | 3.00% | 3.88% |
| Number of Pregnancy Related Students | | | | | |
| % of Pregnancy Related Students Enrolled | | | | | |
| Number of Students Enrolled in Bilingual/ESL | 25.00 | 300.00 | 400.00 | 400.00 | 450.00 |
| % of Students Enrolled in Bilingual/ESL | 8.33% | 50.00% | 53.33% | 40.00% | 43.60% |

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Special Education Error Check | | | | | |
| Career and Technology Error Check | | | | | |

| | | | | | |
|-----------------------------------|--------|--------|--------|----------|----------|
| Compensatory Education Enrollment | 300.00 | 600.00 | 750.00 | 1,000.00 | 1,032.00 |
|-----------------------------------|--------|--------|--------|----------|----------|

| 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% |

Unique Education Academy of Success

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 | | 3,506,012 | | | 20.00% | 20.00% | 20.00% | 20.00% | | |
| TOTAL FEDERAL REVENUES | | 500,000 | | | 10.00% | 10.00% | 10.00% | 10.00% | 1 | |
| TOTAL LOCAL & OTHER REVENUES | 270,000 | 250,000 | | | 30.00% | 30.00% | 30.00% | 30.00% | | |
| TOTAL REVENUE | \$ 270,000 | \$ 4,256,012 | | | | | | | | |
| EXPENSES | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | |
| Executive Management | - | - | | | | | | | | |
| Instructional Management | - | - | | | | | | | | |
| Deans, Directors & Coordinators | - | - | | | | | | | | |
| CFO / Director of Finance | - | - | | | | | | | | |
| Operation / Business Manager | - | - | | | | | | | | |
| Administrative Staff | - | - | | | | | | | | |
| Other - Administrative | - | - | | | | | | | | |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS | \$ - | \$ - | | | | | | | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | |
| Teachers - Regular | - | - | | | | | | | | |
| Teachers - SPED | - | - | | | | | | | | |
| Substitute Teachers | - | - | | | | | | | | |
| Teaching Assistants | - | - | | | | | | | | |
| Specialty Teachers | - | - | | | | | | | | |
| Aides | - | - | | | | | | | | |
| Therapists & Counselors | - | - | | | | | | | | |
| Other - Instructional | - | - | | | | | | | | |
| TOTAL INSTRUCTIONAL PERSONNEL COSTS | \$ - | \$ - | | | | | | | | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | |
| Nurse | - | - | | | | | | | | |
| Librarian | - | - | | | | | | | | |
| Custodian | - | - | | | | | | | | |
| Security | - | - | | | | | | | | |
| Other - Non-Instructional | - | - | | | | | | | | |
| TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS | \$ - | \$ - | | | | | | | | |
| TOTAL PERSONNEL EXPENSES | \$ - | \$ - | | | | | | | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | |
| Social Security | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Medicare | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | | |
| State Unemployment | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Worker's Compensation Insurance | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | - | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | \$ - | \$ - | | | | | | | | |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ - | \$ - | | | | | | | | |

Unique Education Academy of Success

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 | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Legal | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Management Company Fee | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Nurse Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Food Service / School Lunch | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Payroll Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Special Ed Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | \$ - | \$ - | | | | | | | | |
| SCHOOL OPERATIONS | | | | | | | | | | |
| Board Expenses | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Classroom / Teaching Supplies & Materials | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Special Ed Supplies & Materials | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Textbooks / Workbooks | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Supplies & Materials other | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Equipment / Furniture | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Telephone | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Technology | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Student Testing & Assessment | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Field Trips | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Transportation (student) | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Student Services - other | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Office Expense | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Staff Development | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Staff Recruitment | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Student Recruitment / Marketing | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| School Meals / Lunch | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Travel (Staff) | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | \$ - | \$ - | | | | | | | | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | |
| Insurance | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Janitorial Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Building and Land Rent / Lease | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Repairs & Maintenance | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Security Services | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Utilities | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| Internet | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| 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 | \$ - | \$ - | | | | | | | | |
| RESERVES / CONTINGENCIES | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| TOTAL EXPENSES | \$ - | \$ - | | | | | | | | |
| NET OPERATING INCOME (before Depreciation) | \$ 270,000 | \$ 4,256,012 | | | | | | | | |
| DEPRECIATION & AMORTIZATION | - | - | | | 0.00% | 0.00% | 0.00% | 0.00% | | |
| NET OPERATING INCOME (including Depreciation) | \$ 270,000 | \$ 4,256,012 | | | | | | | | |

Unique Education Academy of Success

PROJECTED BUDGET / OPERATING PLAN

SUMMARY

Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

| Start-Up Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| 270,000 | 4,256,012 | 5,082,214 | 6,076,157 | 7,273,138 | 8,716,140 |
| - | - | - | - | - | - |
| 270,000 | 4,256,012 | 5,082,214 | 6,076,157 | 7,273,138 | 8,716,140 |
| | 14,186.71 | 8,470.36 | 8,101.54 | 7,273.14 | 8,445.87 |
| | - | - | - | - | - |

REVENUE

TOTAL STATE REVENUES
TOTAL FEDERAL REVENUES
TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

| | | | | | |
|------------|--------------|--------------|--------------|--------------|--------------|
| | 3,506,012 | 4,207,214 | 5,048,657 | 6,058,388 | 7,270,065 |
| | 500,000 | 550,000 | 605,000 | 665,500 | 732,050 |
| \$ 270,000 | 250,000 | 325,000 | 422,500 | 549,250 | 714,025 |
| \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management
Instructional Management
Deans, Directors & Coordinators
CFO / Director of Finance
Operation / Business Manager
Administrative Staff
Other - Administrative

| | | | | | |
|------|------|------|------|------|------|
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other - Instructional

| | | | | | |
|------|------|------|------|------|------|
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse
Librarian
Custodian
Security
Other - Non-Instructional

| | | | | | |
|------|------|------|------|------|------|
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

TOTAL PERSONNEL EXPENSES

| | | | | | |
|------|------|------|------|------|------|
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
|------|------|------|------|------|------|

| | Start-Up Year 0 2021 | Year 1 2022 | Year 2 2023 | Year 3 2024 | Year 4 2025 | Year 5 2026 |
|--|----------------------------|----------------|----------------|----------------|----------------|----------------|
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Social Security | - | - | - | - | - | - |
| Medicare | - | - | - | - | - | - |
| State Unemployment | - | - | - | - | - | - |
| Worker's Compensation Insurance | - | - | - | - | - | - |
| Custom Other Tax #1 | - | - | - | - | - | - |
| Custom Other Tax #2 | - | - | - | - | - | - |
| Health Insurance | - | - | - | - | - | - |
| Dental Insurance | - | - | - | - | - | - |
| Vision Insurance | - | - | - | - | - | - |
| Life Insurance | - | - | - | - | - | - |
| Retirement Contribution | - | - | - | - | - | - |
| Custom Fringe #1 | - | - | - | - | - | - |
| Custom Fringe #2 | - | - | - | - | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL PERSONNEL, TAX & BENEFIT EXPENSES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | - | - | - | - | - | - |
| Legal | - | - | - | - | - | - |
| Management Company Fee | - | - | - | - | - | - |
| Nurse Services | - | - | - | - | - | - |
| Food Service / School Lunch | - | - | - | - | - | - |
| Payroll Services | - | - | - | - | - | - |
| Special Ed Services | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | - | - | - | - | - | - |
| Custom Contracted Services #1 | - | - | - | - | - | - |
| Custom Contracted Services #2 | - | - | - | - | - | - |
| Custom Contracted Services #3 | - | - | - | - | - | - |
| TOTAL | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

| | 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 | - | - | - | - | - | - |
| Special Ed Supplies & Materials | - | - | - | - | - | - |
| Textbooks / Workbooks | - | - | - | - | - | - |
| Supplies & Materials other | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - |
| Telephone | - | - | - | - | - | - |
| Technology | - | - | - | - | - | - |
| Student Testing & Assessment | - | - | - | - | - | - |
| Field Trips | - | - | - | - | - | - |
| Transportation (student) | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | - |
| Office Expense | - | - | - | - | - | - |
| Staff Development | - | - | - | - | - | - |
| Staff Recruitment | - | - | - | - | - | - |
| Student Recruitment / Marketing | - | - | - | - | - | - |
| School Meals / Lunch | - | - | - | - | - | - |
| Travel (Staff) | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - |
| After School Program | - | - | - | - | - | - |
| Custom Operations #1 | - | - | - | - | - | - |
| Custom Operations #2 | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | - | - | - | - | - | - |
| Janitorial Services | - | - | - | - | - | - |
| Building and Land Rent / Lease | - | - | - | - | - | - |
| Repairs & Maintenance | - | - | - | - | - | - |
| Security Services | - | - | - | - | - | - |
| Utilities | - | - | - | - | - | - |
| Internet | - | - | - | - | - | - |
| Custom Facilities Operations #1 | - | - | - | - | - | - |
| Custom Facilities Operations #2 | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| RESERVES / CONTINGENCIES | - | - | - | - | - | - |
| TOTAL EXPENSES | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| NET OPERATING INCOME (before Depreciation) | \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |
| DEPRECIATION & AMORTIZATION | - | - | - | - | - | - |
| NET OPERATING INCOME (including Depreciation) | \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |

Unique Education Academy of Success

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

| | | | | | |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | \$ 3,506,012 | \$ 4,207,214 | \$ 5,048,657 | \$ 6,058,388 | \$ 7,270,065 |
| | \$ 500,000 | \$ 550,000 | \$ 605,000 | \$ 665,500 | \$ 732,050 |
| \$ 270,000 | \$ 250,000 | \$ 325,000 | \$ 422,500 | \$ 549,250 | \$ 714,025 |
| \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |

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

| | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

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

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

| | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

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

| | | | | | |
|------|------|------|------|------|------|
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
|------|------|------|------|------|------|

NET OPERATING INCOME (before depreciation)

| | | | | | |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| \$ 270,000 | \$ 4,256,012 | \$ 5,082,214 | \$ 6,076,157 | \$ 7,273,138 | \$ 8,716,140 |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

| | | | | | |
|--|-----------|----------|----------|----------|----------|
| | 300 | 600 | 750 | 1,000 | 1,032 |
| | \$ 14,187 | \$ 8,470 | \$ 8,102 | \$ 7,273 | \$ 8,446 |
| | \$ - | \$ - | \$ - | \$ - | \$ - |

Unique Education Academy of Success

ESTIMATE OF STATE AID ENTITLEMENT

| Summary of Finance Description | Weight or Rate | |
|---|----------------|----------------|
| Refined Average Daily Attendance (ADA) | | 300.000 |
| 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 | 0.500 |
| Resource Room (Code 41& 42) | 3.0 | 4.765 |
| Self-contained Mild/Mod/Severe (Code 43 & 44) | 3.0 | 3.336 |
| 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 | | 8.601 |
| Total Special Education Weighted FTE | | 26.802 |
| 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 | 0.083 |
| Resource Room (Code 41& 42) | 3.0 | 0.794 |
| Self-contained Mild/Mod/Severe (Code 43 & 44) | 3.0 | 0.556 |
| 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 | | 1.433 |
| Total ESY Special Education Weighted FTE | | 4.467 |
| Mainstream ADA | 1.10 | 75.000 |
| Career & Technology FTEs | 1.35 | 0.000 |
| Advanced Career & Technology Education FTEs | \$ 50 | 16.150 |
| Regular Program ADA | | 291.400 |
| Gifted & Talented Enrollment | 0.12 | 12.000 |
| State Compensatory Education Enrollment | 0.20 | 300.000 |
| Pregnancy Related FTEs | 2.41 | 0.000 |
| Bilingual ADA | 0.10 | 25.000 |
| Adjusted GYA | | 0.9733 |
| Total Weighted Average Daily Attendance (WADA) | SOF pg | 583.421 |
| 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 | \$ | 1,904,296 |
| 21-Gifted & Talented Adjusted Allotment (spend 55% of amount) | 2 | \$ | 9,410 |
| 25-Bilingual Education Allotment (spend 52% of amount) | 2 | \$ | 16,338 |
| 99-New Instructional Facility Allotment | 2 | \$ | - |
| 31-High School Allotment (spend 100% of amount) | 2 | \$ | - |
| Special Education Detail: | SOF pg | | |
| Regular Special Education | 10 | \$ | 175,148 |
| Mainstream | 10 | \$ | 539,138 |
| Residential Care and Treatment | 10 | \$ | - |
| State Schools | 10 | \$ | - |
| Extended Year Special Education | 10 | \$ | 21,893 |
| 23-Special Education Adjusted Allotment (spend 52% of amount) | | \$ | 736,179 |
| Career & Technology Detail: | SOF pg | | |
| Regular Career & Technology (CTE) Allotment | 10 | \$ | - |
| Advanced CTE Allotment | 10 | \$ | 808 |
| 22-Career and Technology Allotment (spend 58% of amount) | 2 | \$ | 808 |
| State Compensatory Education Detail: | SOF pg | | |
| State Compensatory Allotment | 11 | \$ | 392,100 |
| Pregnancy Related | 11 | \$ | - |
| 24-Compensatory Education Allotment (spend 52% of amount) | 2 | \$ | 392,100 |
| 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 | \$ | 3,059,130 |
| TIER II | SOF pg | | |
| Tier II Level 1 | 12 | \$ | 355,539 |
| Tier II Level 2 | 12 | \$ | 91,343 |
| TOTAL TIER II | 3 | \$ | 446,882 |
| 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 | \$ | 3,506,012 |
| Available School Fund (ASF) | 3 | \$ | - |
| Foundation School Fund (FSF) | 3 | \$ | 3,506,012 |

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Unique Education Academy of Success

PAYMENT FORMULA EXAMPLE

| | |
|---------------------------|--------------|
| FSP Allotment | \$ 3,506,012 |
| Adjustments to Allotments | \$ - |
| Less Total Paid to Date | \$ - |
| FSP Remaining Balance | \$ 3,506,012 |

| Payment Month | # of Remaining Payments | % of Unpaid Balance | Estimated Payments Schedule |
|-----------------------|-------------------------|---------------------|-----------------------------|
| September | 12 | 8.3% | \$ 290,999 |
| October | 11 | 9.1% | \$ 292,566 |
| November | 10 | 10.1% | \$ 295,167 |
| December | 9 | 11.1% | \$ 291,628 |
| January | 8 | 12.4% | \$ 289,621 |
| February | 7 | 14.4% | \$ 294,628 |
| March | 6 | 16.6% | \$ 290,733 |
| April | 5 | 19.9% | \$ 290,673 |
| May | 4 | 25.1% | \$ 293,669 |
| June | 3 | 33.2% | \$ 290,941 |
| July | 2 | 49.7% | \$ 290,937 |
| August | 1 | 100.0% | \$ 294,449 |
| Total Payments | | | \$ 3,506,012 |

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.

- ❖ Unique Education Academy of Success will contract with Region 4 Education Service Center's Accounting, Fiscal and/or Audit Department(s) for financial services in Year 1 and thereafter to ensure adequate financial accountability.

For Year One, this applicant, Unique Education Academy of Success, if awarded a charter school, projects the following Year 1 revenues:

1. **Wells Fargo Bank (WFB)**, Beaumont, Texas. WFB extended a Line-of-Credit, up to **\$150,000.00** if Unique Education is awarded a Charter Operation Certificate to operate a charter school in Beaumont, Texas.
2. **Best Pool Service**, a 27-year old local business, with over \$550,000 in sales in Beaumont, Texas, pledged **\$80,000.00** of in-kind contributions, if Unique Education is awarded a charter school operation in Beaumont, Texas.
3. **Celestain Consulting**, 3-year old business supporting charter schools' special education departments in Texas, with accounts receivables totaling over \$200,000 per year, pledged **\$40,000.00** of in-kind contributions, if Unique Education is awarded a charter school.

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, “The applicant has no documents in response to this attachment.”

N/A – This 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

N/A – This applicant has no documents in response to this attachment.

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."

N/A – No documents are being provided because the sponsoring entity was incorporated after November 4, 2019.

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.

N/A – No documents are being provided because the sponsoring entity has not filed a Form 990, Form 990-N, or Form 990 EZ.

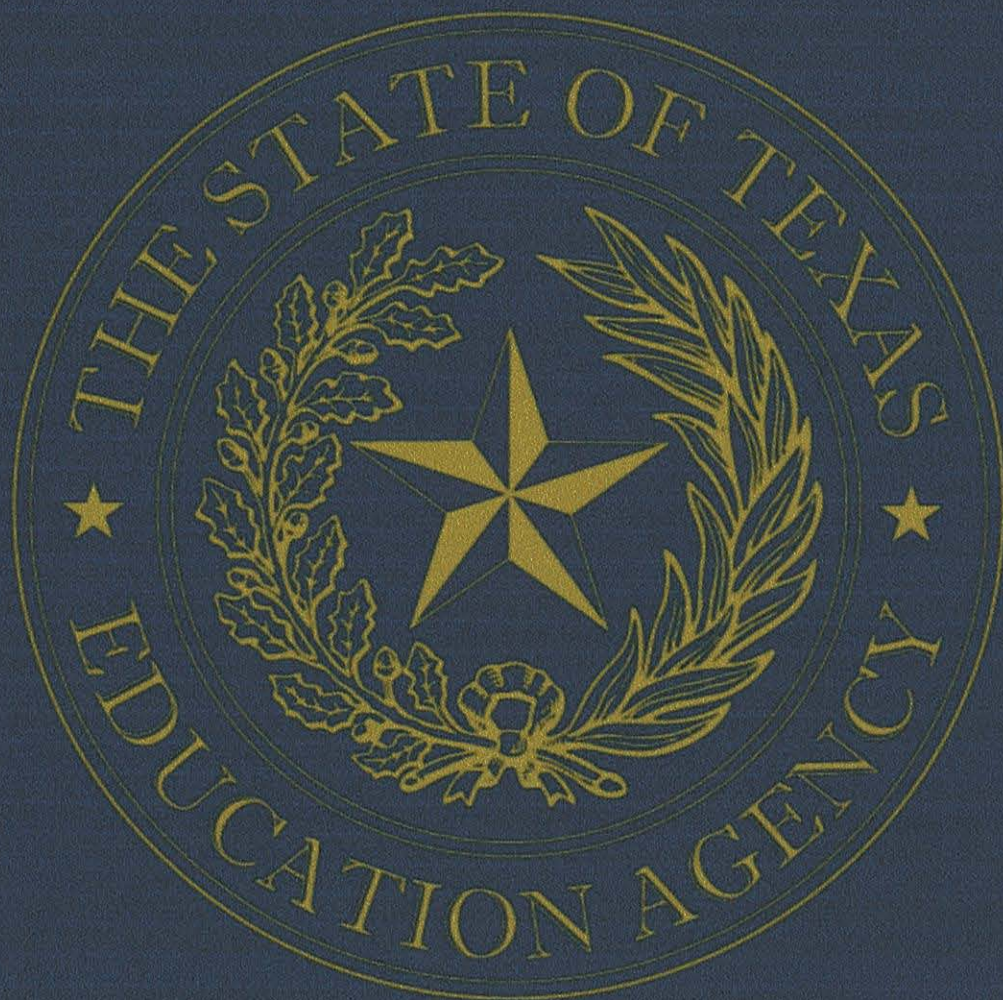
Attachment 37: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

N/A – Unique Education Academy of Success will provide all forms of insurance of its employees pursuant to the levels of coverage offered to employees of the Beaumont Independent School District.

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: UNIQUE EDUCATION

Proposed Charter School Name: UNIQUE EDUCATION ACADEMY OF SUCCESS

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

BW The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

BW Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

II. Public Information Requirements

BW The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Criminal History Check Requirements

BW The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

BW The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

V. Residential Facilities Monitoring (RFM) System

BW The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

VI. Special RF Training

BW The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: _____

Proposed Charter School Name: _____

BW The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

BW The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

X. Ready to Open Check-List

BW The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

BW The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

BW The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

BW The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

BW The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

BW The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity: _____

Proposed Charter School Name: _____

VII. Admission and Enrollment

BN The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

BN The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

BN The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

BN The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

BN The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Public Meeting(s)

BN The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

BN The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

BN The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity: _____

Proposed Charter School Name: _____

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Brenda J Wilburn, LSSP

Printed Name of Sponsoring Entity Board Chair

BW

Signature of Sponsoring Entity Board Chair

January 19, 2020

Date