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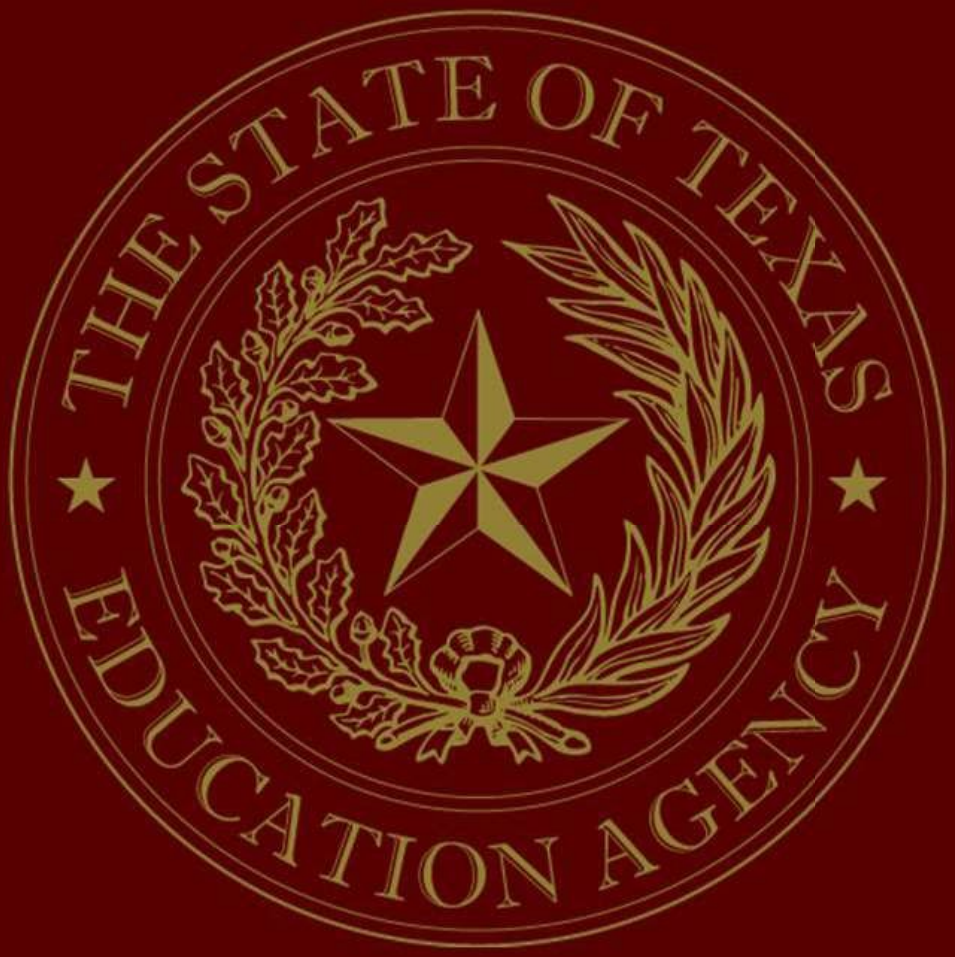

GENERATION 26

OPEN-ENROLLMENT CHARTER APPLICATION

NEW OPERATOR APPLICATION

RESPONSES & ATTACHMENTS

RFA: 701-21-104

SAS: 568-21

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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	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 • Geographic Boundaries • Enrollment Projections • Demographic Projections	YES
	Community Engagement	YES
School Design	Mission, Vision, and Overview of School Design	YES
	Curriculum and Instruction	YES
	Strategies for Assessment of Learning and Data-Driven Instruction	YES
	Supports for Special Populations	YES
	School Culture and Safety	YES
	Promotion and Graduation Requirements	YES
	Family and Community Engagement	YES
Leadership and Governance	Board Structure and Qualifications	YES
	Proposed Superintendent Qualifications	YES
	Proposed Instructional Leadership Team	YES
	Proposed Financial and Operations Leadership Teams	YES
	Performance Management	YES
Talent Management and Development	Talent Management	YES
	Professional Development and Evaluation	YES
Operational and Financial Plans	School Calendar and Schedule	YES
	Student Recruitment and Enrollment	YES
	Facility Acquisition • Facility Identified • Facility Not Identified	YES

Sections	Required Elements	Yes/No
	Transportation	YES
	Start-up Plan	YES
	Financial planning	YES
Attachments	Attachment 1: Articles of Incorporation	YES
	Attachment 2: 501(c)(3) Determination Letter	YES
	Attachment 3: Applicant Information Session Documentation	YES
	Attachment 4: Evidence of Community Demand	YES
	Attachment 5: Certified Mail Receipt Cards	YES
	Attachment 6: Published Notice(s) of Public Meetings	YES
	Attachment 7: Sample Course Scope and Sequence	YES
	Attachment 8: Proposed Discipline Policy	YES
	Attachment 9: Evidence of Community Support	YES
	Attachment 10: Bylaws	YES
	Attachment 11: Code of Ethics and Conflict of Interest Policy	YES
	Attachment 12: Board Member Résumés and Biographical Affidavits	YES
	Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity	YES
Attachments	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	NO - N/A
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	NO - N/A

Sections	Required Elements	Yes/No
Attachments	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
	Attachment 28: Certificate of Occupancy for Facility	YES- N/A
	Attachment 29: Evidence that Facility Has Been Secured	YES- N/A
	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

Sections	Required Elements	Yes/No
	Attachment 34: Audit Report	YES
	Attachment 35: Credit Report	YES
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	YES
Special Assurances	Special Assurances	YES
CSP Addendum	CSP Addendum	YES
CMO Addendum	CMO Addendum (if applicable)	NO

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Red Brick Academy Charter School	
NAME OF SPONSORING ENTITY	
Red Brick Academy, Inc.	
The sponsoring entity is a:	☒ 501(c 3 Nonprofit Organization ☐ Governmental Entity ☐ College or University

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	Brittney Jean-Louis	Brittney Jean-Louis	Joel Munoz
Mailing address	5702 Arabelle Lake St, Houston, TX 77007	5702 Arabelle Lake St, Houston, TX 77007	9610 Champions Cove. Dr. Spring, TX 77379
Email address	Brittney.jeanlouis.11 @gmail.com	Brittney.jeanlouis.11 @gmail.com	Joel.munoz2002 @gmail.com
Phone number	832-409-4066	832-409-4066	832-364-4196

II. CHARTER SCHOOL INFORMATION

Grade level s) served in Year 1	5th and 6th Grade
Number of students served in Year 1	216
Grade levels served at capacity	5th – 8th Grade
Number of students served at capacity	432
Student teacher ratio	15 : 1
Number of campuses requested	1
Number of districts within geographic boundary	4

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 :*
Within a 5-mile radius of 77060
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:
Within a 5-mile radius of 77060

III. GOVERNANCE/LEADERSHIP

Number of Board Members	7
Chairperson of the Governing Board	Joel Munoz
Chief Executive Officer of the Sponsoring Entity	Brittney Jean-Louis
Superintendent of Proposed Charter School	Brittney Jean-Louis
Board Member Who Attended Applicant Conference	Sydney Scott

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

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

Full Name	Position or Role with Proposed Charter School
Brittney Jean-Louis	Proposed Superintendent
Crystal McKinney	Director
Joel Munoz	Director, Proposed Board Chair
Jacquelyn Rez	Director
Sydney Scott	Director
Robert Sepeda	Director
Dr. James Stancil II	Director
Marshette Turner	Director

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?	
BES (build. excel. sustain.)	Yes ☐	No ☒
SchoolWorks	Yes ☒	No ☐
Schulman, Lopez, Hoffer & Adelstein L.L.P.	Yes ☒	No ☐

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-Six Open-Enrollment Charter Application Instructions document.

Brittney Jean-Louis 1/15/21 Brittney Jean-Louis

Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)* | Date | Printed Name

School Overview

Executive Summary

Proposed Community: The Red Brick Academy team is passionate about educational equity and seeks to create an exceptional school in a community that has few high-quality schooling options. Our target neighborhoods, Greenspoint, Acres Homes, and South Spring, are full of vitality and a strong sense of community with outstanding artists, parks, and beautiful mix of urban and rural living. However, options for high-quality primary and secondary schools are sparce. In our target zip code, three in four middle school aged students are attending schools rated C, D, or F, equating to over 10,000 students attending average to failing schools. [1] We seek to enroll students attending these schools living in a five-mile radius of the 77060 zip code. Students in the Aldine ISD, Houston ISD, Spring ISD, and Klein ISD will be able to attend our school.

Mission and Vision: Red Brick Academy will provide all students with equitable educational experience in an inclusive environment that prepares them for success in college and the career of their choosing. When students graduate from Red Brick Academy in 8th grade, they will be prepared for academic and social success at the most competitive high schools preparing them to thrive in college and the life of their choosing.

Key Design Elements: Red Brick Academy has five key design elements that will allow us to achieve our mission and vision. They include: 1 rigorous inquiry-based questioning that promotes critical thinking and problem solving skills, 2 programs that intentionally build inclusivity through social and emotional learning, 3 strong family engagement programs that create two-way communication and information sharing between staff and families, 4 Data-driven decisions, and 5 Attract, retain, and develop transformational teachers and instructional leaders. Each key design element is implemented through research-based programs that have led to exceptional student outcomes and is designed to meet the specific needs of our expected student demographics.

Providing an equitable education is central to our mission. For us, equity means that every child, no matter their current academic skill level, socioeconomic status, or disability, engages in academics that prepares them for college and receives the individual supports that they need to be successful. We use data and relationships to identify the needs of individual students and use meeting structures and data tracking systems to implement targeted student supports. Key programming that ensures equity includes the following: building time in the day to intentionally teach and reinforce positive social and emotional skills for all students, counseling opportunities for all students who exhibit a need for more individualized and targeted socioemotional development, tiered academic and socioemotional interventions individualized to student need, and gifted and talented

[1] https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html

programs built into the daily schedule for high performers. Our college readiness programs include: two periods of English Language Arts and mathematics daily to ensure a strong foundation of literacy and problem solving, inquiry based learning structures that promote critical thinkers and problem solvers, annual college visits to set a vision for the possibilities of life on college campuses, field trips to connect learning in the classroom to applicable professions, and 7th and 8th grade college readiness seminar and family workshops that teach families and students about competitive high school placement and college application processes.

Capacity of the Proposed Board and Superintendent: We have seven proposed board members that have a wealth of experience in academics, finance, law, fundraising, operations, and community engagement and a strong commitment to educational equity. All Directors are Houston residents; three Directors were born and raised in Houston and deeply understand the educational and community landscape which was critical when developing our school design and connecting Red Brick Academy with community members who will help serve our families and students.

The proposed Superintendent, Brittney Jean-Louis, is a Texas native with over 10 years of experience in K-12 education. She began her career as a math teacher leading her students to over 90% proficiency rates on math state exams in all five years as a teacher. She transitioned to leadership where she has led teams to reach similar educational outcomes for students. Most recently, she was the Principal of a growing middle school in New York where her students outperformed the state on the ELA and math state exams in the first year of operations.

Serving our Community: With a commitment to meeting the needs of our community, we will provide a high-quality middle school option for students within their neighborhood and ensure that the voices of all stakeholders continue to be heard when implementing our school initiatives. Additionally, we will partner with community members to integrate community efforts with school programming. Every key design element of our school matches the anticipated needs of the projected student demographics of our school. For example, 89% of our students will be economically disadvantaged and studies show that students living in low-income neighborhoods experience higher levels of trauma that has been exacerbated by the COVID-19 pandemic.[2] Given this information, we will implement counseling for all students in need and dedicate a daily advisory class that will teach socioemotional skills that will provide students with positive coping strategies. Furthermore, our restorative discipline system will teach students prosocial skills instead of punishing them for socioemotional skill deficits. We have similar targeted programming for the anticipated 38% of English Learners, 8% of students with disabilities, and 67% of students that will not have grade level reading, writing, and mathematics skills.

[2] https://www.edworkingpapers.com/ai20-226

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 ☒ No ☐

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.

Rationale for Proposed Geographic Location

The city of Houston is the most populated county in the Houston Metropolitan Area and the state of Texas. In 2019, the city of Houston recorded a population of about 2.1 million and is expected to continue to grow its residents at a comparatively fast rate.[3] The economy is highly industrialized and is a corporate management center. As of 2019, there were 22 Fortune 500 companies headquartered in the Houston region ranking Houston fourth among metro areas in Fortune 500 headquarter locations.[4] Houston is also a hub for higher education with 28 colleges and universities within the city lines.[5] Houston is racially diverse with a large Hispanic population. In 2019, 29% of residents were white, 20% were black, 43% were Hispanic, 7% were Asian, 1% identified as other, and 2% had two or more races. In 2018 dollars, the median household income amount was $51,140 and the poverty rate was 21%.[6]

The proposed neighborhood for Red Brick Academy is the North Houston area. We are targeting enrollment of students living in a five-mile radius of the 77060 zip code including the Greenspoint, Acres Homes, and South Spring neighborhoods. We chose these neighborhoods because, while there are rich cultures and strong community pride, there are few high-quality schooling options for primary and secondary school aged children. More than 3 out of 4 middle school students in these neighborhoods are attending schools rated C, D, or F, equating to over 10,000 students attending average or failing schools, according to the 2019 school performance ratings.[7] We will recruit this group of students in our enrollment strategy and ensure that they receive the high quality schooling option that they deserve.

[3] https://texasalmanac.com/topics/government/harris-county
[4] https://www.houston.org/houston-data/fortune-500-companies
[5] https://texasalmanac.com/topics/government/harris-county
[6] https://texasalmanac.com/topics/government/harris-county
[7] https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html

Across school districts in Texas, there is a negative correlation between socioeconomically disadvantaged students and school performance – school ratings drop as poverty increases.[8] The negative correlation between economically disadvantaged groups and academic performance remains consistent at the school level. All nine traditional public schools within a 5-miles of our proposed school location that received an F rating for the 2018-19 school year served 80% or more economically disadvantaged students. Furthermore, these schools serve the highest percentages of African American students in their districts.[9] Table 1 shows the academic performance of the demographic groups in each independent school district in our proposed attendance zones. Our work is deeply centered around educational equity. We believe that all students deserve access to excellent schools in their neighborhoods and that no demographic marker should be a determination of the quality of education that a student receives.

Table 1 – STAAR Performance Meets of above) for All Grades, All Subjects - SY18-19

Performance Group	Aldine ISD	Houston ISD	Klein ISD	Spring ISD
State	50%	50%	50%	50%
District	36%	44%	54%	34%
African American	29%	34%	39%	27%
Hispanic	38%	41%	44%	36%
White	43%	71%	67%	47%
American Indian	37%	41%	53%	39%
Asian	69%	81%	76%	64%
Special Ed Current	19%	24%	24%	20%
Special Ed Former	22%	35%	49%	23%
Econ Disadv	35%	38%	57%	33%
EL Current Monitored	27%	34%	21%	30%

Connection to the Community

The proposed Superintendent and Academic Board Chair are Texas natives with over 25 years of combined experience teaching and leading in high-poverty communities serving majority students of color. They know that students from high-poverty communities can achieve at the highest levels because they both have a strong record of producing exceptional academic outcomes for at-risk populations. Three out of the 7 board members were born and raised in Houston. They attended district and charter schools in the city and experienced firsthand the wide range of educational offerings and quality within the city. All board members and the proposed Superintendent are people of color 5 Black and 3 Latinx which strongly represents the students and families in Red Brick Academy's proposed school attendance zones.

Innovative School Design to Serve Target Population

Our school design is centered around research-based programming aligned to the needs of our students and intensive supports for teachers that will develop the skills that they

[8] https://www.texastribune.org/2019/08/21/texas-school-ratings-takeaways/
[9] https://txschools.gov/

need to provide a high quality, equitable educational experience for all students. We especially focus our programming around supporting students who are economically disadvantaged, have disabilities, are several grade levels behind academically, and are English learners, because they are more likely to experience adverse academic and social outcomes.[10] Similarly to how we support our students, we ensure that our staff have the resources, training, and differentiated supports that allow them to implement our programs successfully and best serve our students. Our innovations are listed below with the specific descriptions for the student population s they are designed to support.

1) Social and emotional learning (SEL): Similar to the demographics of students in the independent school districts in our attendance zones, we anticipate that about 89% of our students will be economically disadvantaged. As trauma is more prevalent in low-income communities, we anticipate that a number of students will have experienced trauma, which can make it more challenging to pay attention in class, relate to others, and/or successfully manage their emotions.[11] Oftentimes, adolescents are not taught the necessary coping mechanism to manage the impacts of traumatic event s leading to low grades and higher drop-out rates, suspensions, and expulsions.[12] SEL programs can combat the negative impacts of trauma and result in positive socioemotional growth for all students. Durlak and Mahoney's research found that 27% of students improved their academic performance and 24% showed improved social behaviors and lower levels of distress in one school year with the implementation of programs that incorporated social and emotional learning SEL .[13] Additionally, with the implementation of school-wide social and emotional learning SEL programs, the number of bullying incidents decrease significantly. [14]

At Red Brick Academy, we will implement social and emotional learning SEL programs SEL curriculum taught in daily advisory and reinforced throughout the day by SEL trained staff, counseling support for all students in need, weekly community meetings, and a non-punitive Responsive Classroom disciple system) that help students develop skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These programs will teach and reinforce the prosocial skills that students need to combat the effects of trauma and positively interact with members of their communities. In addition to training staff to reinforce SEL skills throughout the day, we will also implement structures to support teachers and leaders' emotional wellbeing as they may be negatively impacted by being a caregiver to students who exhibit stressors due to trauma. Ensuring that our teachers and leaders are cared for emotionally will help them to model, teach, and reinforce the prosocial skills that we want to see in students leading to a positive and safe school climate for all members of our community. We

[10] https://www.socialsolutions.com/blog/at-risk-youth-statistics/
[11] https://www.ncbi.nlm.nih.gov/books/NBK207191/
[12] http://www.traumainformedcareproject.org/resources/WhySchoolsNeedToBeTraumaInformed(2).pdf
[13] https://casel.org/wp-content/uploads/2019/12/Practical-Benefits-of-SEL-Program.pdf
[14] https://www.casel.org/wp-content/uploads/2016/01/3_SEL_and_Bullying_Prevention_2009.pdf

outline our social and emotional learning programs in more detail in the "Key Design Elements" section of this application.

Aldine ISD and Houston ISD have published SEL programs, but they do not have a designated period built into the daily schedule to teach all students the SEL strategies.[15] Furthermore, Red Brick Academy teachers will receive about 3 times as much coaching and training time that will ensure SEL strategies and skills are successfully taught and reinforced during advisory and throughout the school day.[16] The SEL system requires sufficient staffing to be implemented with fidelity. Our designated SEL staff to student ratio at full enrollment of 1 to 108 is significantly higher than neighboring school districts allowing for more targeted SEL support for teachers and students.

2) Inquiry-Based Learning with a Deep Focus on Literacy and Math: Our unwavering focus on building key literacy and math skills will ensure our students have a strong set of critical thinking and problem-solving abilities that will prepare them to thrive in college and the career of their choosing. We will ensure that all of our students are performing at or above grade level by implementing rigorous inquiry-based curricula that reinforces deep learning, daily English Language Arts ELA and math intervention and enrichment blocks, daily double class periods of ELA and math, literacy training for all content teachers, and family workshops that help families support their children academically at home. The double periods of ELA and math classes, combined with the daily intervention period, add up to over 2.5 times more literacy and math supports throughout the school year when compared to neighboring school districts.

3) Intensive Supports for Teachers: We provide intensive coaching models e.g., live coaching, weekly differentiated one-on-one coaching meetings, twice weekly content team meetings, full-day professional development [PD] sessions, and weekly Friday afternoon PD) for all teachers because we believe that teacher quality is at the heart of any high-quality school. We schedule over 320 hours or 40 workdays of professional development for teachers annually so they have the skills, mindsets, and knowledge to implement all school programs in excellence. The amount of training that our staff receives is more than three times as much as a teacher would receive in neighboring traditional independent school districts.[17] Additionally, each teacher will have a content-specific instructional leader to guide their differentiated development.

4) Multi-tiered System of Support (MTSS : Red Brick Academy will utilize a multi-tiered system of support MTSS) to identify, track, and provide support for all students. Although this system is designed to support all students, students with disabilities and students with significant academic and behavioral gaps will especially benefit from the structures because of the data-driven approach that becomes more individualized as a student

[15] http://www.aldine.k12.tx.us/cms/mobile/content.cfm?siteID=150&PageID=3505
[16] https://www.aldineisd.org/2018/08/10/aldine-isd-school-calendar-and-bell-schedule-for-2018-2019/
[17] https://www.aldineisd.org/2018/08/10/aldine-isd-school-calendar-and-bell-schedule-for-2018-2019/

needs more support.[18] MTSS also promotes collaboration between school and families, which strengthens the individualized support plans for students with disabilities and struggling students. Some neighboring school districts utilize MTSS, however, our common planning time with content teachers and designated intervention block that equates to over 140 additional hours of academic support, provides designated time in the daily schedule to meet regularly to discuss and implement MTSS interventions. The additional professional development that our staff receives will also lead to stronger implementation.

Target Zip Codes and Impacted School Districts

We will welcome students from Aldine ISD, Houston ISD, Spring ISD, and Klein ISD to attend our school. We chose Aldine ISD, Houston ISD, and Spring ISD because they are the districts in our target attendance zone that serve a higher than state percentage of economically disadvantaged students i.e., a third or more students who are living in poverty and are performing below the state average on state exams.[19] Klein ISD is a neighboring school district with relatively strong academic data; all of their schools are rated either A, B, or C. However, we included them in our attendance zone because African Americans, Hispanics, and students with disabilities are performing below district averages. Families in Klein ISD with students in these demographic groups may want another schooling option that produces stronger outcomes for their children. As such, we included Klein ISD in our attendance zone. Table 2 shows the demographic data of our target zip codes.

Table 2 – Student Demographics of Students Living in Target Zip Codes

Target ip Codes	Econ. Disadv.	African American	Hispanic	White	American Indian	Asian
77032	91.8%	31.8%	65.0%	2.0%	0%	0.4%
77037	90.2%	6.5%	90.7%	1.5%	0.2%	0.9%
77038	76.2%	37.4%	50.6%	7.5%	0.2%	1.7%
77039	89.3%	8.6%	89.0%	2.1%	0.1%	0.2%
77060	91.6%	14.0%	83.5%	1.6%	0.1%	0.4%
77067	86.0%	38.4%	55.2%	1.4%	1.0%	3.3%
77073	77.5%	43.2%	50.3%	2.7%	0.5%	2.0%
Average	86.1%	25.7%	69.2%	2.7%	0.3%	1.3%

Target zip code for the school location that is central to the neighboring target zip codes

Number of Campuses

Our goal is to build excellent schools in communities of need. We understand that building excellent schools requires a relentless focus on the pursuit of our goals while

[18] https://www.pbisrewards.com/blog/what-is-mtss/
[19] https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html

remaining aligned to our school values. We have a robust plan to build one high-performing school serving as many students as our resources and community demand will allow. We will focus all of our efforts on making our first school exemplary before replicating our model. After we have a solid foundation with one campus, we may apply for additional campuses.

Student Enrollment and Growth Plan

We will start with 5th and 6th grade in year 1 and add one grade per year until we reach full growth in our third year of operations. Slow and steady growth will allow our team to effectively prepare our academic, operational, cultural, and financial programming to best serve our students.[20] Our target enrollment per grade is 108 students with 27 students per class which allows for classroom sizes conducive for learning and layering of staff to ensure financial sustainability and the capacity to recruit and hire the very best teachers and administrators.

[20] https://publicimpact.com/wp-content/uploads/2017/10/Growing_a_High-Quality_Charter_Sector_Lessons_from_Tennessee.pdf

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*
Aldine ISD	
Spring ISD	
Houston ISD	
Klein ISD	

Number of charter school campuses currently operating within the occupied district: Aldine ISD	11
Number of traditional school campuses currently operating within the occupied district: Aldine	78
Number of traditional school districts within ten miles of the proposed location: 77060	46

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 ☒ No ☐
School Name(s):	Sugar Grove Academy Wheatley High School	

Enrollment Projections

1. Applicant proposes to open only **ONE** campus by Year 5?	Yes ☒ No ☐
2. Applicant proposes to open **MULTIPLE** campuses by Year 5?	Yes ☐ No ☒

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						
1						
2						
3						
4						
5	108	108	108	108	108	108
6	108	108	108	108	108	108
7		108	108	108	108	108
8			108	108	108	108
9						
10						
11						
12						
Total enrollment	216	324	432	432	432	432
For the projections below, specify by campus						
Students per classroom	27	27	27	27	27	27
Number of classrooms	8	12	16	16	16	16

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 Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Red Brick Academy	Aldine ISD	Spring ISD	Houston ISD
African- American	25.7%	22.2%	38.4%	22.7%
Hispanic	69.2%	73.4%	48.4%	62.4%
White	3.1%	2.2%	6.8%	9.2%
American Indian	0.5%	0.3%	1.7%	0.2%
Asian	0.3%	1.0%	2.6%	4.2%
Pacific Islander	0%	0.2%	0.3%	0.%
Two or More Races	1.1%	0.8%	1.9%	1.3%
Economically Disadvantaged	86.1%	87.9%	82.6%	79.3%
English Learners	36.1%	38.3%	28%	34%
At-Risk	72%	73.4%	58.4%	65.3%
Gifted/Talented	7%	4.3%[21]	6.7%[22]	15.43%[23]
Special Education	9%	8.8%	9.6%	7.9%

Aldine ISD, Spring ISD, and Houston ISD demographics data are based on school year 2019-2020[24]

[21] https://www.aldineisd.org/about/accountability/fast-facts/
[22] https://nces.ed.gov/Programs/Edge/ACSDashboard/4841220
[23] https://www.houstonisd.org/site/handlers/filedownload.ashx?moduleinstanceid=48525&dataid=273232&FileName=2019-2020FactsFigures.pdf
[24] https://txschools.gov/

Community Engagement

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

Community engagement was our first priority when working to build Red Brick Academy, because our goal is to design a school to meet the needs and desires of the community that we would serve. We ensured outreach to students, families, business owners, elected officials, educators, and community leaders to get their input and gain support. COVID-19 presented challenges to typical community outreach programs i.e., door-to-door canvassing, tabling events, and in-person informational sessions . However, despite these challenges, we were able to engage the community to solicit feedback and gather valuable input. Red Brick Academy board members and the proposed Superintendent held four virtual informational sessions and input meetings; connected with elected officials and community business owners over the phone, email, and via Zoom videoconferencing; partnered with organizations such as Families Empowered to hold a Facebook Live question and answer session; leveraged our social media platforms to spread the word about the school; and distributed student surveys to give feedback on our school design. Each community event included an option to translate in Spanish to make it accessible to Spanish speaking participants.

The information that we gathered from Houston stakeholders were incorporated into our school design including the following: adding additional time in the school day and school calendar, robust academic and socioemotional interventions for struggling students, intensive teacher development structures, regular joy events, a challenging curriculum, and strategic community partners to support our families and students.

We have engaged with over 350 Houston stakeholders including organizational/business leaders, students, families, and educators to gain an understanding of the educational, political, and social dynamics in the North Houston community. From conversations with organizational leaders, we gathered that many children of color attend low-performing schools by design. Strategic zoning has left them with neighborhood schools that do not successfully prepare them for academic success. There are a few schools sprinkled throughout the neighborhood that are highly sought after, but there are not enough openings for every child whose family wants them to attend these schools. They also spoke about the need for schools to use resources in the community to help students and families. The families whom we connected with are most excited about a school that prepares their children to go to college. The majority were also in favor of key design elements such as: longer school days and school calendar, uniforms, and firm yet supportive discipline structures. Educators in our input meetings highlighted the

importance of having intervention structures, especially given the challenges of COVID-19, for struggling learners, opportunities for students to build relationships across lines of difference, a supporting school administration, and strong professional development supports that ensure staff members have the skills to implement the school programs in high quality. We collected over 60 surveys from middle school students. The surveys highlighted that they think good teachers, a respectful community, and fun events make a great school. Sixty percent of students reported that they strongly believe that they learn more when their work is challenging. Surprisingly, more than half of the students were in favor of longer school days and school calendar because it gave them more time with their friends and opportunities for tutoring and clubs after school. However, the majority 61% was strongly against uniforms even though parents/guardians where highly in favor of uniforms.

Attachment 4 shows evidence of outreach and support through advertisements, letters of support, and over 1,000 community members reached during our input meetings.

We have reached out to impacted school districts and State Board of Education members and Elected Officials to create positive relationships that will result in all parties better serving our students and families. We will continue our outreach efforts of impacted school districts and elected officials after submitting the charter application but will adhere to the no contact period for TEA staff and SBOE members. **Attachment 5** includes the certified mail receipt cards for the letters of impact.

We held four virtual input meetings and one official public hearing in January. During these meetings, we reached over 200 live participants. The video of the input meeting with Families Empowered has 959 unique viewers as of Jan. 12, 2021. **Attachment 6** includes the published notice of our January public meeting.

School Design

Mission, Vision, and Overview of School Design

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

Mission: Red Brick Academy provides an equitable educational experience in an inclusive environment that prepares all scholars to succeed in college and the future of their choosing.

Vision: All Red Brick Academy students have mastered the grade level academic and socioemotional skills to compete at the most competitive high schools in preparation for college matriculation.

Equity Statement: Red Brick Academy is a community that understands that being inclusive of all members means consistently evaluating and strengthening our relationships, systems, policies, and individual mindsets to ensure all members have equitable access to resources, opportunities, dignity, and respect.

School Design Process and Stakeholder Input: The proposed Superintendent and Red Brick Academy board members arrived at the mission and key design elements by researching the landscape in Harris County to identify the educational needs; soliciting feedback on our school design from community members businesses, families, students, and educators ; and researching best practices of high performing schools across the country by connecting with school leaders of high performing schools and studying high performing school designs. The information that we gathered from Houston stakeholders through our community engagement were incorporated into our school design including the following: adding additional time in the school day and school calendar, robust academic and socioemotional interventions for struggling students, intensive teacher development structures, regular joy events, a challenging curriculum, robust family engagement strategies, and strategic community partners to support our families and students. We believe that centering our programming around the following key design elements will allow us to realize our ambitious mission.

What makes us different?
Inquiry based learning, intensive supports for teachers, SEL programs, and college readiness programs and their unique implementation makes our program offerings at Red Brick Academy unique. We outline the details of these unique elements below, in our key design elements, and throughout this charter application.

1. Inquiry Based Learning: Red Brick Academy incorporates a rigorous, college readiness academic program that is aligned to Texas Essential Knowledge and Skills TEKS). We are different in the way that we implement this curriculum through an inquiry-based approach that promotes critical thinking and problem-solving. Rather than relying on the traditional methods of rote memorization and recall that is inherent in many traditional direct instruction models, and which do not promote deeper understanding of content and skills, teachers will use inquiry-based questioning that ignites students' curiosity, requires students to think critically e.g., analyze, justify, debate , problem-solve through interactive learning structures, and take ownership of their own learning.

2. Intensive Supports for Teachers: Red Brick Academy will provide intensive coaching models for all teachers because we believe that teacher quality is at the heart of any high-quality school. We will schedule over 320 hours or 40 workdays of professional development for teachers, about three times as much as impacted school districts, so they have the skills, mindsets, and knowledge to implement all school programs in excellence.

3. Social and Emotional Learning SEL) Programs for all Students: Studies have shown that SEL programs can improve academic performance, lower distress, and improve social behaviors.[25] We prioritize students' social and emotional development as much as we prioritize their academic development because we aim to support all student with developing prosocial skills that will prepare them to engage positively with those in their current and college communities as well as combat the negative effects of traumas our students may face due to poverty, abuse, witnessing violence, and incarceration.[26] A study conducted by the American Psychological Association found that more than two thirds of children reported experiencing a traumatic event by the age of 16.[27] We understand that this will not be the reality of all of our students, but because we want to provide an equitable experience for all students, including those who have experienced traumas, we will implement programs that help all students to develop positive coping strategies and positive ways of relating to themselves and others. Unlike neighboring school districts, all scholars will be taught prosocial skills during a daily advisory period and counselors will be available for any student in need. Additionally, we have a designated leadership position to oversee the social and emotional programs at our school.

4. College Readiness Programs: We prioritize college preparation because a college degree can lead to more economic mobility, opportunities to engage with diverse groups on college campuses, a wider range of career options, and greater job security.[28] All Red Brick Academy students will have the skills to thrive in college even if they ultimately decide in a different path. We do not define success for our students and families. Most families that we engaged with during community outreach activities shared that college

[25] https://casel.org/wp-content/uploads/2019/12/Practical-Benefits-of-SEL-Program.pdf
[26] https://www.lessonsforsel.com/post/why-every-school-must-have-a-social-emotional-learning-plan-prior-to-reopening
[27] https://www.apa.org/pi/families/resources/children-trauma-update
[28] https://www.educationcorner.com/benefit-of-earning-a-college-degree.html

readiness was something that they would want in their school. However, some families will decide that there are other post-high school options that better serve their life goals like being in the military or choosing a technical training program. Our goal is to give our students and families the option to choose what is best for them while preparing all students for the option to succeed in college. Our college readiness programs include: double periods of English Language Arts and math to ensure a strong foundation of literacy and problem solving, inquiry based learning structures that promote critical thinkers and problem solvers, annual college visits to set a vision for the possibilities of life on college campuses, field trips to connect learning in the classroom to applicable professions, and 7th and 8th grade college readiness seminar and family workshops that teach families and students about competitive high school placement and college application processes.

Key Design Elements

Key design element #1: Rigorous inquiry-based questioning that promotes critical thinking and problem-solving skills

To prepare our students to succeed in college and compete in their future careers, we must intentionally reinforce and cultivate problem-solving and critical thinking skills that will allow them to solve the problems of the future.[29] In the 20th century, 95% of jobs required the ability to follow straightforward directions in factory settings. Today, these jobs only make up about 10% of the U.S. economy.[30] As such, it is insufficient for instruction to require only rote memorization of disconnected facts and recall of information. In addition to building foundational fluency skills, we must give students opportunities to build problem-solving and critical thinking skills, as these prepare students for high-skilled jobs.[31]

At Red Brick Academy, all core content classes math, ELA, science, and social studies will use inquiry-based questioning that promotes independent thought and action and encourages students to take ownership of their learning.[32] The approach includes starting each lesson with an essential question that will drive the learning for the class period and is connected to an overarching global concept for the unit. Students work in groups or independently to tackle the problem before any direct instruction or facilitation from the teacher takes place. Afterwards, the teacher asks questions that spark background knowledge about the objective for the day. This step is important because research suggests that real-world connections to learning in the classroom increases students' curiosity about the topic and activates sensory experiences that promote deep learning.[33] The teacher then asks a series of "herding questions" until students successfully master

[29] Friesen, Sharon, and David Scott. *Inquiry-Based Learning: A Review of the Research Literature*. 2013.
[30] Darling-Hammond, L. *Teaching and learning for understanding*. San Francisco, CA: Jossey-Bass. 2008.
[31] ibid.
[32] https://wabisabilearning.com/blogs/inquiry/wabisabi-inquiry-cycle
[33] http://resources4rethinking.ca/en/toolbox/real-world-connections

the objective. Herding questions are transferable, higher order thinking questions at the highest levels of Bloom's Taxonomy[34] e.g., analyze, compare, explain, justify, create . Students will have the opportunity to answer these questions independently and in groups, in writing and verbally, practicing the necessary skills to achieve the objective.

Many students living in high poverty communities have little exposure to grade-level appropriate learning, including learning that engages higher-order thinking skills, resulting in their significant underperformance on state exams and lack of post-high school options. This oftentimes occurs because students are given a "watered down" curriculum that is not on grade level with the assumption that more rigorous programming may be too challenging for them to grasp.[35] At Red Brick Academy, we believe that all students can achieve at the highest levels with high-quality teaching and the appropriate supports that promote equity. Given the academic data of neighboring school districts, we anticipate that only about one in every three students will enter the school on grade level.[36] Still, we will maintain our high bar of inquiry-based questioning and grade level instruction while including time in the day for additional ELA and math skill development and interventions. Our schedule includes double blocks of math and ELA instruction, Mondays through Thursdays. There is an additional 45-minute intervention block on these days during which teachers will hold small group targeted instruction for students who are struggling academically. This will also be the period when gifted and talented students receive accelerated academic programming. To give students more time to develop grade level skills, we included more instructional time in the calendar by extending our school day and school calendar resulting in over 30 additional days of school each calendar year. Additionally, the Family Engagement and External Partnerships Coordinator will incorporate literacy and math strategies training workshops for families, so they have the tools to support their child's development at home.

Key design element #2: Programs that intentionally build inclusivity through social and emotional learning

Based on significant research around the traumas many students experienced due to the compounding effects of COVID-19 and poverty on students, we anticipate that at least two-thirds of our students will require mental health supports.[37] Furthermore, the number of bullying incidents peak during middle school grades as students try to assert dominance in a new social environment when they transition from elementary school.[38]

[34] https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl%20-%20A%20taxonomy%20for%20learning%20teaching%20and%20assessing.pdf
[35] TNTP. *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It.* 2018. https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf
[36] https://txschools.gov/
[37] https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/
[38] https://www.casel.org/wp-content/uploads/2016/01/3_SEL_and_Bullying_Prevention_2009.pdf

Red Brick Academy SEL Programs include: 1) a research-based SEL curriculum, Second Step[39], aligned to Collaborative for Academic, Social, and Emotional Learning CASEL SEL standards taught in advisory daily and reinforced by teachers and administrators throughout the school day; 2) counseling supports for all students in need; 3) weekly community meetings; and 4) a non-punitive Responsive Classroom discipline system.

During advisory, students will have 30 minutes daily to engage in the research-based SEL curriculum and community building activities.[40] Students who need more intensive social and emotional support may receive tier 2 or tier 3 supports including, but not limited to, individual or small group counseling targeting specific SEL gaps, check-in/check-out with a trusted adult, family conferences, student mentoring, and/or a Functional Behavior Assessment FBA . At full capacity, we will staff one counselor for every two grades that we serve. Additionally, the entire Red Brick Community will engage in weekly community meetings to celebrate academic excellence, build school pride, and participate in cultural events, student performances, and community revitalization projects.[41] We will also implement a non-punitive Responsive Classroom approach to discipline that teachers rather than punishes students while they are on their socioemotional development journey. More details about these structures can be found in the "School Culture and Safety" section of this application.

Opportunities for social and emotional learning occur throughout the entire school day and prevention is key to building an inclusive learning environment.[42] As such, our teachers will engage in regular SEL professional development and coaching sessions to teach best practices in building positive relationships with students and modeling, reinforcing, and expanding SEL prosocial behaviors.[43]

Educators who teach students who exhibit stress due to the effects of trauma may take on similar stressors.[44] To aid teachers in decreasing their stress levels, we will cultivate a trusting work environment through community building activities, affinity group meetings, and inclusivity and bias training for all staff. [45] Additionally, we will partner with external trainers to provide monthly wellness events such as physical and mental health exercise, anxiety-decreasing strategies, and mindfulness meditation. See line 110 in the budget section of the financial workbook for details about the allocation of funds for this programming.

[39] https://www.secondstep.org/middle-school-curriculum

[40] Benson, Michelle. *RESPONSIVE ADVISORY MEETING BOOK : 150+ Purposeful Plans for Middle School*. 2018.

[41] Ascend Charter Schools incorporate a similar community meeting structure that was part of their overall strategy that led to the highest four-year gains, in each subject, among larger New York City charter networks. https://www.ascendlearning.org/2019/09/15/in-2019-our-students-academic-ascent-continued/

[42] https://schoolguide.casel.org/resource/the-casel-guide-to-schoolwide-sel-essentials/

[43] Responsive Classroom model is an evidence based social emotional learning approach that we will incorporate at Red Brick Academy, see budget line X

[44] https://files.eric.ed.gov/fulltext/ED594465.pdf

[45] https://hbr.org/2020/01/5-strategies-for-creating-an-inclusive-workplace

Key design element #3: Strong family engagement programs that create two-way communication and information sharing between the school and families

Red Brick Academy staff views families as partners. Staff will work alongside families to provide an equitable learning experience for their children. There are many benefits to scholars when schools build positive relationships with families; several studies have identified that strong family engagement can lead to improved student achievement, decreased disciplinary infractions, and stronger relationships between family and teacher resulting and a stronger relationship between teacher and student.[46]

We have cultivated strong engagement with families since the very beginning of our school founding by holding input sessions and collecting surveys to garner feedback about Red Brick Academy's design. Their input has highlighted a need for regular communication with families about their child's academic and social progress, community building cultural events, a robust family association, family-teacher conferences, and monthly family workshops that include topics such as: advocating for their child's needs; making the most of a child's summer; time management at home; family book clubs; foundational literacy and math skills classes; and techniques for encouraging positive behaviors in adolescents.[47] Through bi-annual feedback surveys, family-teacher conferences, weekly communication with teachers, and a suggestion box located in the front office, families will have a critical voice regarding the direction of the school.

Finally, when a student joins Red Brick Academy, we will schedule an in-person meeting for families to meet key personnel at the school and begin to build a relationship of trust and collaboration in a locale that is most comfortable for them. When possible, and with the permission of families, school personnel will conduct home visits so that teachers and leaders can get a glimpse into the lives of the children that we support creating a foundation of cultural competency.

Key design element #4: Data-driven decisions

Red Brick Academy is committed to using data to inform decisions and track progress on school goals. Every key design element and critical initiative for the school will have corresponding goals that are measured and tracked regularly to allow for continuous improvement and clarity about our school's performance.

Data-driven instruction in the classroom: Student's academic performance is the most critical data that Red Brick Academy staff members, families, and board members will collect, analyze, and create action plans around. Doing so will allow us to assess the efficacy of our academic programming while also serving to identify students who may

[46] https://sedl.org/connections/resources/evidence.pdf

[47] Bronx Classical has a robust family engagement strategy that aided in their Blue Ribbon distinction, we have based our Family Engagement planning based on their practices and Red Brick Academy community input.

need remediation or enrichment opportunities. The four pillars of effective data-driven instruction include assessment, analysis, action, and a data-driven culture.[48]

- **Assessments:** Teachers and instructional leaders will use formative assessments in the form of daily exit tickets, weekly quizzes, and checks for understanding during class. Teachers will use summative assessments in the form of unit tests, quarterly interim assessments, annual State of Texas Assessments of Academic Readiness STAAR) testing, and triannual Northwest Evaluation Association Measures NWEA Measures of Progress MAP .
- **Analysis:** During biweekly content team meetings, full data-dive days, Friday afternoon PD, and personal planning time, teachers and instructional leaders will analyze student work and assessment data to identify trends and create remediation plans for full class groups and individual students.
- **Action:** Teachers and instructional leaders will use their analysis from checks for understandings during class and daily exit tickets to do full group remediation during class discussions. They will take every moment of independent work time during class to coach individual scholars who have not shown mastery. Additionally, they will hold small group remediation sessions during the daily intervention block for students who did not show proficiency on the most recent exams. Students who are significantly below grade level two or more grades will be strongly encouraged to stay for afterschool tutoring. We will work with families to eliminate barriers for this additional support.
- **Data-driven culture**: All stakeholders will use data to drive decision-making and track progress on goals. Student data will be posted throughout the halls and in classrooms to celebrate academic excellence and reinforce scholars who are achieving at the highest levels and/or showing the most growth. Families will receive progress reports every two weeks. Teachers and instructional leaders will use student data to drive their coaching meetings. Leaders and board members will use data in monthly board meetings from student assessments, family surveys, observations, and staff evaluations to create multi-year strategic goals and track progress on near- and long-term goals. All Red Brick Academy staff will have access to and utilize a school dashboard that includes academic data for the children they teach, as well as attendance, discipline, and SEL data. [49] The dashboard will give teachers and administrators a wholistic view of each child to ensure all students receive appropriate supports. This data will also be used in grade level team meetings to help develop robust support plans for low performing scholars and will be shared with our Academic Achievement Committee and full board each month. We will utilize SchoolRunner for this data tracking system. See line 104 in the budget section of the financial workbook for details about the allocation of funds for this programming.

[48] Bambrick-Santoyo, Paul. *Driven by Data 2.0 : A Practical Guide to Improve Instruction*. San Francisco, California, Jossey-Bass, John Wiley & Sons, 2019.

[49] Boston Prep uses a similar dashboard that gives a wholistic view of student performance across academic, attendance, discipline, and SEL metrics.

Key design element #5: Attract, retain, and develop transformational teachers and instructional leaders

Teacher quality is the most important factor that drives student achievement.[50] As such, we invest deeply in attracting and retaining top talent and developing all teachers. In the same way that we ensure our students have what they need to be successful, we ensure that our teachers have the resources, training, and supports necessary for them to effectively carry out our ambitious mission. See lines 110, 111, and 118 in the budget section of the financial workbook for details about the allocation of funds for this programming.

The first step to ensuring that every child has an effective teacher is attracting top talent through promoting a positive work environment of respect and care, offering competitive salaries, and providing professional support.[51] To identify highly skilled, mission-aligned staff, we will implement an equitable hiring process that includes multiple vetting activities to assess core competencies for the role, cultural competency, professionalism, and growth mindset. In addition to attracting and identifying top talent, we will intentionally incorporate retention strategies that encourage our top talent to stay with us long term. These include retention bonuses, monthly wellness events, and the cultivation of a respectful and collaborative working environment.[52]

We understand that all teachers are continuously improving and will need professional development. We will implement a variety of professional development opportunities at Red Brick Academy, allowing all teachers to engage in differentiated supports that promote their growth. Teachers will engage in over 320 hours or 40 workdays) of professional development each year. Before the school year begins, teachers will participate in a three-week orientation during which they will be immersed in the mission, vision, and school policies; work with their content teams to norm on content specific and instructional best practices tied to academic achievement; gain a deep understand of students' developmental needs by age level; learn differentiation strategies and specific supports for English learners and students with disabilities; practice successfully implementing our behavior management systems through live practices and scenario discussions; and begin to build trusting relationships with colleagues through team-building activities. Throughout the year, instructional leaders will give regular feedback and coaching to teachers through classroom observations, full day professional development sessions data dive days , content team meetings, Friday afternoon PDs, and one-on-one coaching. Additional details about our support for teachers is outlined in the "Professional Development and Evaluation" section of this application.

[50] https://www.epi.org/publication/books_teacher_quality_execsum_intro/
[51] https://learningpolicyinstitute.org/product/solving-teacher-shortage-brief
[52] https://stories.chartergrowthfund.org/using-a-nine-box-matrix-to-understand-ideas-talent-pipeline-dec764f30d11

Curriculum and Instruction

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

At the core of our curriculum and instruction approach is educational equity. At Red Brick Academy, we will use grade-level TEKS aligned curriculum taught by highly effective teachers skilled at inquiry-based questioning, differentiation strategies, and academic interventions to ensure that we realize our mission of providing an equitable educational experience for all learners.

Overview of Course Offerings

Our course offerings are fully in compliance with state statutes.[53] Students will take a combination of foundational and extracurricular courses that will build their college readiness essential skills and knowledge. The foundational course offerings for grades 5 through 8 will include two class periods of English Language Arts ELA , two class periods of mathematics, one period of science and one period of social studies daily.

Research has shown that extracurricular activities can increase student engagement in school, promote physical and mental health, and make students less likely to drop out of school and disengage in their core classes.[54] As such, in addition to the foundational courses, students at Red Brick Academy will participate in daily extracurricular classes. Students will take two enrichment classes per year that will rotate on a Monday/Wednesday and Tuesday/Thursday schedule. One rotation will include health/physical education and the other will be largely based on student choice, when possible, and include: art, dance, theatre, computer fluency, civic engagement, and debate. Core enrichment classes that must be taken in grades 7 and 8 include computer fluency, civic engagement, and college readiness. In addition to enrichment classes, students will have the option to participate in afterschool clubs and sports.

Overview of Foundational Course Curricula

The curriculum at Red Brick Academy promotes problem-solving and critical thinking skills through inquiry-based learning structures aligned to the Texas Essential Knowledge and Skills TEKS standards. The inquiry-based approach to instruction will prepare students with the critical thinking and problem-solving skills needed for college success. The curricula for our foundational courses were chosen because of the strong alignment to TEKS, the options for scaffolding to make learning accessible to struggling learners, the year-long scope and sequences, vertical alignment from grade level to grade level, rigorous objectives aligned with daily lessons, inquiry-based activities, and evidence of

[53] http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

[54] Finn, J.D. (1993). *School engagement and students at risk*. Washington, DC: National Center for Education Statistics.

successful implementation that results in positive student academic outcomes. See line 100 in the budget section of the financial workbook for details about the allocation of funds for curriculum purchases.

Eureka Math[55] This mathematics curriculum promotes conceptual understanding and requires students to build math fluency skills, tackle real world problems, and explain how and why math works. Effective math problems are open ended and allow for multiple strategies of problem solving.[56] A sample scope and sequence for 5th grade math can be found in **Attachment 7.**

Expeditionary Learning[57] This English Language Arts ELA) curriculum is a blended model of reading and writing. Reading curriculum requires students to use text evidence and the author's purpose and literary devices to understand the deepest meaning of the text.[58] The writing curriculum engages students in constructing claims that are clear, well-organized, uses text evidence, and grammatically sound. Students receive regular feedback on their writing and engage fully in the iterative process.[59]

Amplify Science[60] This science curriculum emphasizes a hands-on approach of collecting and analyzing evidence from multiple sources to reason about how the natural world works.[61]

The Choice Program[62] This social studies curriculum requires students to analyze primary and secondary sources from diverse perspectives to connect historical events to present day happenings.[63]

Extracurricular curricula builds students' physical strength and endurance; reinforces learnings in foundational course; and teaches teamwork, personal and group responsibility, and leadership.[64] The curriculum will be created by extracurricular teachers and aligned to TEKS and Collaborative for Academic, Social, and Emotional Learning CASEL standards.

SEL Curriculum

We will use the *Second Step* program, a research-based SEL curriculum aligned to CASEL standards to teach SEL skills during advisory each morning. The *Second Step* lessons

[55] https://greatminds.org/math
[56] https://resources.ebrooke.org/resource/elements-of-effective-math-instruction/
[57] https://curriculum.eleducation.org/overview-k8
[58] https://resources.ebrooke.org/resource/elements-of-effective-reading-instruction/
[59] https://resources.ebrooke.org/resource/elements-of-effective-writing-instruction/
[60] https://amplify.com/amplify-science-sample/#:~:text=Amplify%20Science%20is%20a%20highly,like%20real%20scientists%20and%20engineers.
[61] https://resources.ebrooke.org/resource/elements-of-effective-science-instruction/
[62] https://www.choices.edu/
[63] ibid.
[64] https://nces.ed.gov/pubs95/web/95741.asp

include a variety of instructional tools including videos, direct instruction, group and partner discussion, interactive homework, and behavioral skill practice. The program is aligned to the developmental needs of each grade level and builds on previous years' concepts year after year. The units in the middle school programs include the following: mindsets and goals; bullying and harassment; thoughts, emotions, and decisions; managing relationships and social conflict[65]

Evaluation of the Curriculum

Data-driven decision-making is central to our programming and one of our key design elements. All stakeholders will apply the theories of data-driven decision-making to assess, analyze, and create action plans at regular intervals throughout the year in order to continuously improve all core programming, including curriculum. The primary method of accessing the efficacy of the curriculum is by analyzing students' academic and behavioral outcomes as measured by classroom observations, student surveys, discipline data, unit assessments, interim assessments, academic growth assessments, STAAR exam results, and academic progress of special populations. Our data dashboard will allow us to answer key questions about the efficacy of our curriculum such as: did students meet academic goals? Are all special populations and demographic groups achieving at the same levels? Is there evidence of inclusivity and positive classroom climates? The data will show areas of strengths and weakness that instructional leaders and teachers will use to iterate curriculum during weekly content and coaching meetings. Annually in the spring, the Instructional Leadership Team will meet to review the academic data from the year and make any necessary adjustments to the curriculum for the following year. More details about our data-driven approach can be found in the "Strategies for Assessment of Learning and Data-Driven Instruction" section of this application.

Effective Instructional Strategies

Teachers will utilize the inquiry-based, TEKS-aligned curricula and effectively implement our key instructional priorities that promote problem-solving and critical thinking skills that are essential for success in college and career. Our core instructional practices include backwards planning, data-driven instruction, inquiry-based questioning structures, differentiation and targeted intervention strategies that reach all learners, and a safe and inclusive learning environment through cultural proficiency as well as explicit teaching of routines and procedures.

Backwards Planning from TEKS and SEL Standards: Our teachers will use the curriculum outlined above for our foundational courses, but they will need to supplement the curriculum to reflect our specific student population and respond to student data effectively. As such, all teachers will be trained during staff orientation at the beginning of the year in the steps of backwards planning: 1) identify desired results big ideas and skills ; 2 determine acceptable evidence assessments ; and, 3) plan learning experiences

[65] https://www.secondstep.org/middle-school-curriculum

and instruction.[66] At Red Brick Academy, the ultimate goal is for all students to master the TEKS standards and CASEL SEL core competencies.[67] Teachers will have a clear vision of the end goals and use the backwards design approach to break down standards and plan lessons that build to the successful mastery of the standards.

Data-Driven Instruction: At Red Brick Academy, we measure our effectiveness as educators by what students have learned and not what we taught. The best way to understand what students have learned is by using formative and summative assessments that give students an opportunity to demonstrate their understanding of concepts that were taught.[68] Our teachers will use the data from these assessments to identify common misconceptions and struggling students and formulate a plan for how and when they will fill these gaps. A more detailed plan for our data-driven approach can be found in the "Strategies for Assessment of Learning and Data-Driven Instruction" section of this application.

Inquiry-based questioning and interactive learning structures: Inquiry-based questioning promotes independent thought and action and encourages students to take ownership of their learning.[69] The approach includes starting each lesson with an essential question that will drive the learning for the class period and is connected to an overarching global concept for the unit. Students will work in groups or independently to tackle the problem before any direct instruction or facilitation happens from the teacher. Afterwards, the teacher will ask questions that spark background knowledge about the objective for the day. This step is important because research suggests that real-world connections to learning in the classroom increases students' curiosity about the topic and activates sensory experiences that promote deep learning.[70] The teacher will then ask a series of "herding questions" until students successfully master the objective. Herding questions are transferable, higher-order thinking questions at the top of Bloom's Taxonomy e.g., analyze, compare, explain, justify, create . Students will answer these questions independently and in groups, in writing and verbally, practicing the necessary skills to achieve the objective.

At Red Brick Academy, teachers will implement interactive learning structures that are designed to gain and hold the attention of learners for long periods of time. Teachers will include strong lesson openers that connect the *why* of the lesson and activates prior knowledge. All lessons will include opportunities for full-class discussions, independent work, and group work. Teachers will center lessons around activities that require students to take a stand and justify their positions using evidence. For example, lessons will incorporate debates, presentations, mathematical proofs, or Socratic seminars. Teachers

[66] Wiggins and McTighe. *Understanding by Design*. Association for Supervision and Curriculum Development. 2005.
[67] https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf
[68] Paul Bambrick Santoyo. *Driven by Data*. Jossey-Bass Publishing. 2010.
[69] https://wabisabilearning.com/blogs/inquiry/wabisabi-inquiry-cycle
[70] http://resources4rethinking.ca/en/toolbox/real-world-connections

will also give students opportunities to regularly reflect and share their conclusions verbally and in writing.[71]

Differentiation and Intervention Strategies to Reach All Learners: We are dedicated to educational equity which means that we will ensure that each learner has what they need to be successful. All teachers will be trained to differentiate their instruction and curriculum to meet the needs of all students including students with disabilities, English language learners, and students identified as gifted and talented. Teachers will implement differentiation strategies such as stations, visual aids, tiered lessons, strategic groupings, and the Sheltered Instruction Observation Protocol SIOP).[72] In addition to providing individualized supports for students with disabilities, the school will also implement a multi-tiered system of supports MTSS for all students as explained above. A detailed description of these programs can be found in the "Support for Special Populations" section of this application.

Promoting a Safe and Inclusive Learning Environment: A safe and positive learning environment will allow students to take academic risks and fully focus on their academics. The building of such an environment takes intentional planning and expertise. In addition to the culture training outlined in the "Culture and Safety" sections of this application, teachers will also implement cultural proficiency techniques and classroom routines and procedures that optimize learning time and creates an emotional and physically safe environment.[73]

According to Jon Saphier, cultural proficiency is the ability to understand and value the culture of students and use this information to remove barriers to accessing academic and social success at school. Cultural proficiency is an important skill for teachers because, oftentimes, there are differences in home and school culture that can impact the way students engage with the curriculum and members of the school community. Teachers must be ready to adjust their approach to ensure student success.[74] All educators at Red Brick Academy will learn about the culture of our students through identity shares during advisory, home visits, and family workshops. They will also engage in personal identity and mindset reflections as well as inclusivity trainings about implicit biases, microaggressions, and stereotypes taught by trained facilitators.[75] See line 110 in the budget section of the financial workbook for the allocation of funds for this programming.

Classroom procedures and routines create predictability for reoccurring activities resulting in lessening anxieties and misbehaviors.[76] They also automate low thinking activities to give students more brain space and instructional time for deep academic,

[71] https://roomtodiscover.com/lesson-plans/
[72] https://www.aeseducation.com/blog/differentiated-instruction-strategies-cte
[73] https://texasesf.org/framework/prioritized-lever-5/
[74] Saphier, et. all. The Skillful Teacher. Research for better teaching inc. 2018.
[75] https://thisisonward.com/our-story/our-team
[76] https://www.responsiveclassroom.org/balancing-act/

socioemotional learning. Our teachers will teach routines and procedures through the Responsive Classroom Interactive Modeling approach. The approach gives students a clear rationale for why a routine or procedure is in place and a visual for the successful execution of the routine or procedure.[77] Classroom routines and procedures will include how to pass in and out papers, collect necessary materials, enter and exit the classroom, and gain permission to leave the classroom independently.

Teacher Supports

We understand that our school programming is ambitious and requires all teachers and leaders to be highly skilled professionals. We will hold high expectations for meeting our goals while also offering high levels of support and development. Our teachers are our greatest asset, and we will invest in them accordingly with targeted professional development, competitive salaries, and clear promotional pathways.

Each teacher will have a coach with content expertise to support their development. The Assistant Principal of Humanities will support the development of ELA and social studies teachers. The Assistant Principal of Math and Science will support the development of math and science teachers. The SEL Coordinator will support extracurricular teachers. All leaders will conduct observations, live coach teachers, and lead individual and group professional development sessions in the departments that they lead. They will use instructional tools to drive teacher effectiveness included in manuals such as *The Get Better Faster Scope and Sequence, Leverage Leadership,* and *The Skillful Teacher*.[78]

Instructional leaders will report to the Superintendent who will facilitate their leadership development. Instructional leaders will engage in a four-week leadership course during the month of July that will build their skill in developing an effective leader schedule, classroom observations, one-one-one coaching meetings, building a positive classroom climate through the Responsive Classroom approach, leading with equity, effective feedback structures, and leading during all-hands activities e.g., arrival, lunch, dismissal, community meetings . They will also have a weekly meeting with the Superintendent for differentiated training throughout the year.

[77] https://www.responsiveclassroom.org/what-interactive-modeling/

[78] Book references: Get Better Faster, Leverage Leadership, and The Skillful Teacher

Strategies for Assessment of Learning and Data-Driven Instruction

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

Assessments are an essential component of our data-driven instruction see Key Design Elements because they provide insight into what students have mastered and have yet to master. We will analyze assessment data to create action plans that fill academic gaps for struggling students and provide enrichment opportunities to push high performers even further.[79] We use a combination of baseline, formative, interim, and summative assessments to track students' academic progress. We also implement TEA-required annual state assessments and special populations screenings such as the State of Texas Assessments of Academic Readiness STAAR) exams, the Texas English Language Proficiency Assessment System TELPAS) exams, dyslexia screening, gifted and talented screening, and evaluations for students with disabilities or suspected disabilities.[80]

TEA-Required Assessments

STAAR: All students in grades 5 through 8 will take a combination of the STAAR end-of-year assessments. 5th grade students will take math, reading, and science. 6th grade students will take math and reading. 7th grade students will take math, reading, and writing. 8th grade students will take math, reading, social studies, and science.[81]

TELPAS testing: In accordance with state statutes, middle school aged English learners will take the TELPAS to assess their proficiency in listening, speaking, reading, and writing in English.[82]

Dyslexia screening: In accordance with Tex. Educ. Code § 28.006(c-1), any student who did not demonstrate reading proficiency on the sixth grade STAAR assessment will be tested for dyslexia at the beginning of the seventh grade. We will utilize the free mCLASS Texas tool for this testing. Students who are diagnosed with dyslexia will be referred to receive an Individual Education Plan IEP) or 504 services.

Gifted and Talented: In accordance with TAC §89.1 2), we will collect data from multiple sources for each area of giftedness and use the appropriate modifications and accommodations to ensure that students with disabilities are genuinely considered for gifted and talented services. Students who are identified as gifted and talented will participate in the Texas Performance Standards Project TPSP) during the daily

[79] Santoyo. Driven by Data. Jossey-Bass Publishing. 2010.
[80] See line 105 in the budget section of the financial workbook for details about the allocation of funds for testing and assessments
[81] https://tea.texas.gov/student-assessment/testing/staar/staar-resources
[82] https://tea.texas.gov/sites/default/files/2020_2021_telpas_telpasalt_educatorguide.pdf

intervention block to engage in TEKS-based performance tasks and assessments for gifted and talented students.[83]

Baseline, Formative, and Summative Assessments and How We Plan to Use the Data

The baseline, formative, and summative assessments will be tracked in our data systems and used by staff to assess the efficacy of our programming and ensure all students have the supports that they need to be academically and socioemotionally successful. The assessments were chosen because of their practical uses for interventions and grade level proficiency diagnostics.

Baseline Assessments: The Northwest Evaluation Association Measures of Progress NWEA MAP is an assessment aligned to TEKS standards that curates detailed reports about the growth of students over time.[84] During student orientation at the beginning of the school year, all students will take the NWEA MAP assessment so that we have baseline data about their academic strengths and weaknesses. We will use this information to ensure struggling learners receive interventions and students achieving above average levels receive enrichment opportunities. Students will take the MAP growth assessment again in the winter and in the spring to track student growth throughout the year. We will use the growth data to assess, monitor, and augment our curriculum, instruction, and intervention programs at regular intervals during the year, including during grade level team meetings, leadership team meetings, board meetings, report card conferences with families, and individual coaching meetings with students.

Formative Assessments: We will use formative assessments to gather data from students while they are in the process of learning the standards to swiftly take action to fill any academic gaps. Oftentimes, daily objectives build on each other. As such, quickly catching students up who fall behind is critical. Every moment of instruction is an opportunity for teachers to collect information about what students know and do not know. Our teachers will not wait until after the class period is over to take action, instead, teachers will use formative assessments such as check for understanding, questions/activities e.g., thumbs up/thumbs down, flash white boards, quick writes, student self-assessment of mastery, etc. , and monitoring student work during group and independent practice to do in-the-moment remediation through class discussions and individual coaching. Additionally, all teachers will utilize daily exit tickets and weekly quizzes to identify common misconceptions that need to be retaught or reinforced as well as students who need to be coached individually or in small groups during the Entrance Ticket a quick 5-minute activity at the start of class that reviews previous concepts or introduces the lesson of the day , independent practice, or the daily intervention block.

[83] https://www.texaspsp.org/

[84] https://www.nwea.org/map-growth/

Summative and Interim Assessments

Summative assessments give us key data about students' academic performance during points in the year when they should be able to show mastery of the content. Summative assessments identify whether or not our students are on track to end the year with mastery of the grade level content and prepared to enter the next grade.

At the end of each unit, teachers will administer unit assessments included in the TEKS aligned curriculum. With the support of Assistant Principals of Instruction and content team members, teachers will analyze student work and reflect on the teaching practices that led to student outcomes to create full group and small group remediation plans. Additionally, interim assessments will be given at the end of quarter 1, 2, and 3. The first two interim assessments will be created by Assistant Principals of Instruction and reflect the pacing of the curriculum. For the final interim assessments, we will use the STAAR Interim Assessment one month before the STAAR exam to give students practice with using the online platform and provide teachers with comprehensive data about what to prioritize for the weeks leading up to the exam.[85] Summative assessments are listed on our annual calendar in **Attachment 25**.

Students will complete SEL assessments in advisory after each major unit in the Second Step curriculum. Teachers and administrators will use this information during grade level team meetings to assess the efficacy of the curriculum and identify students who may need to be referred to tier 2 or tier 3 services.

Academic Intervention Structure for Corrective Action

The multi-tiered system of support MTSS) provides a data-driven, collaborative approach to ensuring all students receive the interventions and evaluations that they need to be successful. More details about the MTSS system can be found in "Support for Special Populations". Additionally, we have a daily intervention block during which teachers will coach students who are struggling to master reading, writing, and math skills. ELA and math teachers will meet with small groups of students who have shown, through formative and/or summative assessments, that they need targeted support. Teachers will use remediation strategies such as think-aloud, error analysis, and visual aids to fill mastery gaps. We prioritize English Language Arts ELA) and math during the intervention block because literacy and mathematical reasoning are the foundational skills needed for success in all other disciplines.

Teacher Development Structures

Data analysis is a foundational skill for teachers and instructional leaders and at the core of many of our professional development structures outlined in "Professional Development and Evaluation". We invest in this development for our teachers and

[85] https://tea.texas.gov/student-assessment/testing/staar/staar-interim-assessments

instructional leaders so that we can use student assessment data in a way that promotes exceptional academic outcomes for all students.

Sharing Student Data

Specific student data will only be shared with grade level staff, administrators, and the family of each student. Doing so will ensure students' privacy is protected. General data about how groups of students are performing will be available to the public during academic reviews during monthly board meetings and annual school performance reports.

Supports for Special Populations

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

A central part of our mission is to provide an equitable education experience for all learners. We believe that special populations and at-risk designations should not be a determination of students' outcomes. Part of providing an equitable education means that we must ensure that our special populations are reaching the same academic outcomes as our students in general education.

Based on averaging the percentages of each special population of impacted school districts, we anticipate that 36% of our students will be English Language Learners, 9% will receive special education services, and 7% will be identified as gifted and talented.[86] Special education and English language learners are performing below the district averages in all of the neighboring school districts of our proposed school location.[87] Furthermore, COVID-19 has exacerbated the academic outcomes of high-risk groups due to intermittent schooling and the challenges of virtual learning.[88] To ensure the success of all students, including special populations, we will implement data-driven and adaptive programs that will support the diverse needs of our students enabling them to thrive academically, socially, and emotionally. Additionally, teachers will be trained and differentiation strategies that support all learners.

<u>Supporting All Learners</u>

A core part of our differentiation and supports for all learners is our data-driven, multi-tiered system of support MTSS that screens and monitors all students to ensure they receive the appropriate interventions to aid in their academic, social, and emotional development and all students with disabilities are identified according to Child Find mandates.[89] The system ensures that any student demonstrating an academic or social-emotional need receives interventions as soon as the need is identified. MTSS also supports educators with a plan for how to support struggling learners and encourages collaboration between teachers and families.[90] Our MTSS is overseen by the Director of Special Education and includes three tiers of support that increase in intensity and individualization: the first tier includes programming for low-risk scholars; the second tier includes programing for medium risk scholars; the third tier includes programming for high-risk scholars.

[86] https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html
[87] https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html
[88] https://www.edworkingpapers.com/ai20-226

[90]https://www.fastbridge.org/assessments/mtssrti/#:~:text=There%20are%20numerous%20benefits%20of,receiving%20intervention%20sooner%20versus%20later.

All students will receive tier 1 programing that gives them access to inquiry-based, grade-level, and TEKS-aligned curriculum taught by highly effective teachers. They will also engage in the safety and inclusion initiatives outlined in the culture and safety section of this application. Additional tier 2 and tier 3 interventions will be implemented according to student need.

Our goal is to support 80 – 90% of our scholars through tier 1 supports, 5 – 10% of our scholars through tier 2 supports, and 1 – 5% of our scholars through tier 3 supports.[91] The different tiers are not meant to water down expectations or act as opportunities to lower the bar. Instead, the different tiers are structured to meet students where they are and help them to reach the same heights through needs assessments, targeted interventions and appropriate scaffolds, close monitoring, and school and family collaboration.

MTSS Process

To support all learners, we will closely monitor assessment and behavior data to track student progress and have multiple avenues for students to receive the support they need. Using data, teachers can recommend a student at any time who is not reaching their full academic or social-emotional potential to receive additional supports. The Students Supports Team instructional leaders, Director of Special Education, grade-level teachers, counselors, and families will meet to review the academic and behavioral data for that particular student and create an intervention plan during semi-monthly Response to Intervention RTI) and Response to Behavior RTB) meetings led by instructional and grade level team leaders. When the plan is developed, grade level teachers will track data and monitor the intervention plan for six weeks. At the end of the six-week period, the Student Supports Team will analyze the data and determine next steps:

- If a student is meeting their goals based on interventions outlined in the tier 2 intervention plan, they will continue to receive the tier 2 interventions and continue to be monitored for an additional six weeks. If the student continues to show progress, interventions will slowly decrease in intensity as long as the student continues to make progress each six-week evaluation cycle with the goal of the student returning to tier 1 supports.
- If a student in tier 2 **is not** meeting the goals outlined in the intervention plan at the end of the six weeks, the student supports team (which includes the student's family may include additional tier 2 supports or may reconvene with the team to determine whether a tier 3 intervention is needed. The grade level teachers will track the tier 3 intervention data for six weeks. The student supports team will meet at the end of this six-week period to evaluate student progress and determine next steps.
- If a student is meeting their goals based on interventions outlined in the tier 3 intervention plan, they will continue to receive the tier 3 interventions and continue to be monitored for an additional six weeks. If the student continues to show

[91] https://ed.sc.gov/scdoe/assets/file/programs-services/173/documents/Section_I_3TierModel.pdf

progress, the student will move back down to tier 2 and slowly decrease the intensity of the interventions each six-week evaluation cycle with the ultimate goal of the student returning to tier 1.

- If a student in tier 3 **is not** meeting the goals outlined in the intervention plan at the end of the six weeks, the Student Supports Team may decide to evaluate the student for a disability or add additional tier 3 interventions.

Table 3 includes examples of interventions that a student might receive in each tier.

Table 3 – Sample Interventions

Tier #	Intervention Examples
Tier 1	▪ Differentiated instructions and classwork aligned to students' skill level (e.g., tiered lessons, graphic organizers, sentence starters, frequent check for understandings from the teacher ▪ Small group instruction during the intervention class periods ▪ Strategic seating charts ▪ SEL programming including curriculum taught in advisory and reinforced throughout the school day, community meetings, circles, and non-punitive restorative response to discipline activities ▪ Experiences beyond school such as school trips that connect the learning in the classroom to real world applications
Tier 2[92]	▪ All tier 1 programs ▪ Check-in/check-out with a trusted adult to set and reflect on goals ▪ Additional social-emotional learning groups to target students with specific social and emotional gaps ▪ Family conferences to align all supporting educators and families on a plan of support ▪ Student mentoring with trusted student advisors ▪ Small group instruction ▪ After school tutoring
Tier 3	▪ One-on-one tutoring ▪ Modified curriculum and instruction ▪ Individual Education Plan IEP ▪ Functional Behavioral Assessment FBA , and/or Behavior Improvement Plan BIP ▪ Regularly scheduled breaks ▪ Extra-time on assessments ▪ Related services

Process for Special Education Identification

All students with disabilities will be identified according to Child Find mandates.[93] In accordance with Child Find requirements included in the Individuals with Disabilities Education Act IDEA , Red Brick Academy will identify, locate, and evaluate all children in need of special education services through obtaining prior school records, our MTSS system, and parent referral. The Special Education Director, hired in year 1, will ensure that all students receive the required screening, individual supports, and assessments.

[92] Similar tier 2 and tier 3 supports have been successfully implemented in Ascend Charter Public Schools

[93] https://tea.texas.gov/sites/default/files/FINAL%20Child%20Find%20and%20Evaluation%20-%20complete_11.1.19_accessible-locked.pdf

There are multiple ways that a student could receive an evaluation for a disability:

- Students who move through MTSS and reach tier 3 without substantial progress on their goals may be evaluated for a disability;
- A guardian who believes their child has a disability can request an evaluation by submitting a written letter addressed to the Superintendent;
- If a student shows significant challenges, we will not wait to move the student through MTSS and will evaluate the student as soon as possible if we suspect their challenges are due to a disability. We will use data from multiple sources to ensure that we find all students with a disability while also not overidentifying our students.

Once a student with disabilities is identified, the special education programming will be implemented in accordance with all state and federal mandates including, TAC §19.89, TEC Chapter 29, Subchapter A, Americans with Disabilities Act ADA), Individuals with Disabilities Education Act IDEA), and Section 504 of the Rehabilitation Act. Red Brick academy will hire a Director of Special Education in the first year of operations who, along with the Superintendent, will ensure that all students with disabilities receive a free appropriate public education FAPE in a least restrictive environment LRE . We will have a ratio of one special education teacher for every 18 students with disabilities to help provide academic interventions and ensure students are meeting their IEP and 504 goals. Additionally, we will use contracted services for speech, occupational therapy, and physical therapy.[94] If out of class supports are needed, we will schedule them so that students with disabilities are still able to participate in extracurricular classes and engage in culture building activities like advisory and community meeting. Additionally, all general education teachers will be trained in differentiation strategies such as stations, visual aids, tiered lesson structures, and strategic groupings. They will meet with the Director of Special Education and the Special Education Teachers at the beginning of the school year to review IEPs/504 plans and IEP goals to ensure the appropriate accommodation and modifications are implemented and join grade level teams quarterly to track students' progress on IEP goals.

<u>Support for English Learners</u>

Previously identified and current English learners ELs and students whose primary language at home is not English will take the Texas English Language Proficiency Assessment System TELPAS) exams in the beginning of the year to determine if they qualify for language services and the extend of the language services they need. The certified ESL coordinator will review the TELPAS data and meet with families to create individual learning plans for all identified English learners. The intensity and frequency of language support will correspond to TELPAS scores and Limited English Proficient LEP)

[94] See line 87 in the budget section of the financial workbook for details about the allocation of funds for this programming.

status. English learners will take the TELPAS for a second time in the spring to track their growth and plan language interventions for the following year.

In accordance with TAC §89.1210[95], we will implement a dual immersion/one-way program and an ESL/pull-out program for qualifying English learners to individualize language support while maintaining high academic rigor. We will hire a certified ESL teacher/coordinator in year one of operations and partner with external programs such as the Assessment Intervention Management AIM [96] to provide bilingual services. We will use interactive research-based language acquisition and literacy programs for ESL instruction such as Reading Plus, LEXIA core, and Think Cerca.[97] If out of class supports are needed, we will schedule them so that English language learners are still able to participate in extracurricular classes and engage in culture building activities like advisory and community meeting.

The goal of the bilingual and ESL programming is to implement high-quality, targeted language supports so that students can develop English language proficiency and ultimately exit the language programs. Teachers, administrators and the ESL coordinator will meet biweekly to analyze ELs' academic progress on the Texas English Language Proficiency Standards ELPS standards through classroom observations, evaluations, and assessments. They will create action plans that will ensure continuous academic growth and achievement of all ELs. The ESL coordinator will also facilitate an annual review of language programs and use feedback from educators, students, and families to implement necessary changes to the language programs for the following school year.

We anticipate that over a third of our students will be English learners. As such, all Red Brick Academy instructional staff will collaborate with the ESL coordinator during common planning time to ensure regular general education instruction and curriculum meets the need of ELs. We will train all teachers in effective ESL practices as outlined by the research based Sheltered Instruction Observation Protocol SIOP) so that their entire practice incorporates the needs of English Learners. The SIOP model supports teachers with incorporating effective lesson preparation, building background knowledge, comprehensive input, strategies, interaction, practice/application, lesson delivering, and review/assessment.[98]

Gifted and Talented Programs

In accordance with TAC §89.1(2), we will collect data from multiple sources for each area of giftedness and ensure students with disabilities have appropriate accommodations and modifications to be genuinely considered for gifted and talented services. Students who are identified as gifted and talented will participate in the Texas Performance Standards

[95] http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html#89.1210
[96] https://aimeducate.com/about/
[97] See line 87 and 99 in the budget section of the financial workbook for details about this programming.
[98] https://ies.ed.gov/ncee/wwc/Intervention/504

Project TPSP) during the daily intervention block to engage in TEKS-based performance tasks and assessments for gifted and talented students.[99] The Director of Special Education will oversee and ensure the successful implementation of the gifted and talented program.

Program Evaluation

The Director of Special Education, in partnership with the Superintendent, will evaluate special education and EL programs during weekly check-in and data meetings to determine what portions of the program need to be continued, added, eliminated, or altered. In May of each year, we will take a wholistic view of the entire year's data academic data, SEL data, family surveys, student surveys, and staff surveys to determine the necessary changes that need to be made to our programming.

[99] https://www.texaspsp.org/

School Culture and Safety

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

Punitive discipline systems are stifling academic progress for students of color. In 2018, black students in the city of Houston made up 39% of referrals in schools but only make up 20% of the 10 – 17 year old population in public schools.[100] This trend is in large part due to a lack of restorative structures and the implementation of punitive discipline systems in schools serving a larger percentage of low-income students. Students who are suspended or expelled lose valuable learning time and can become disengaged in schools making them less likely to enroll in a four-year college and more likely to enter the juvenile detention system.[101] Punitive discipline systems are not working, and many school districts are moving towards more responsive approaches to discipline that aim to teach instead of punish.[102]

At Red Brick Academy, we will implement a predictable, consistent, and supportive non-punitive approach to behavior that will support all learners, especially special population groups who have traumatic pasts and or difficulty regulating their emotions.[103] Strong relationships, clear expectations, and a deep commitment to our community values will cultivate a safe and inclusive environment that optimizes learning.

<u>Building a Positive School Climate</u>

We believe that a positive school culture and climate can be built through predictable, consistent, and supportive behavior management systems. We expect and will support all students to fully engage in their academics and positively interact with other members of the community. Our community values listed in Table 4 are a set of agreed upon behaviors that clearly outline how each member of the community will engage with themselves and others. They provide educators with a guide for the behaviors that they should model, reinforce, or correct.

Table 4 – Community Values

Community Values	Definition
Kindness	We take care of ourselves and those around us by being friendly, generous, and considerate. We never take away learning opportunities from others.
Discipline	Before we act, we think about how our actions will impact ourselves and those around us and choose the action that moves us closer to achieving our desired goals.

[100] https://www.houstontx.gov/health/NewsReleases/school-reform-20191211.html
[101] https://pathways.gseis.ucla.edu/publications/Discipline_Report.pdf
[102] https://www.houstontx.gov/health/NewsReleases/school-reform-20191211.html
[103] https://www.trepeducator.org/consistency-and-predictability#:~:text=Consistency%20%26%20Predictability,-The%20need%20for&text=Consistency%20and%20predictability%20are%20imperatives,their%20lives%20outside%20of%20school.

Academic Achievement	Our schoolwork in high quality. We take advantage of every opportunity to grow our brains and strengthen our academic skills.
Integrity	We do what is right even when it is difficult and even when we think no one is looking.
Tenacity	We never give up. We maintain an optimistic mindset. We expect success. If we fall, we get back up.
Value Differences	We understand and respect others' perspectives and values even if they are different from our own. We believe that differences among members of our community make us all stronger.

Building relationships and setting the foundation of clarity around expectations: Strong relationships are at the core of an inclusive school community: teacher to student, student to student, school staff to families.[104] At the beginning of the school year, students will participate in a week-long student orientation to set a strong foundation of positive relationship with their peers and teachers and immerse themselves in our community values. The orientation sessions will be centered around building an inclusive environment and promoting deep academic learning. During the opening sessions, teachers will share their stories and identities to model transparency and vulnerability. Students will also share their stories and identities to begin to build connections with other students in their cohort. Community building will continue throughout the year primarily within the daily advisory period and community meetings. Throughout scholar orientation, teachers will also facilitate rigorous lessons that require student to think deeply about our community values, academic procedures group work, debates, independent work, and presentations , and schoolwide procedures arrival/dismissal, lunch, hallway, bathroom .

Positive Reinforcement: A study in the impacts of positive reinforcement showed that it can significantly improve and have a lasting impact on social skills for school aged students.[105] We will implement positive reinforcement structures that consistently praise and positively reinforce students when they exhibit our community values through private and public acknowledgements. Students will receive special shout outs from classmates and teachers during class and community meetings, spotlight family letters written by teachers and administrators, honor roll luncheons, bulletin board acknowledgements, and opportunities to take on leadership within the school.

Routines and Procedures: Classroom procedures and routines create predictability for recurring activities resulting in lessening anxieties and misbehaviors.[106] They also automate low thinking activities to give students more brain space and instructional time for deep academic, social, and emotional learning. Classroom routines and procedures will include how to pass in and out papers, collect necessary materials, enter and exit the

[104] https://www.gse.harvard.edu/news/uk/08/05/relationships-and-learning
[105] https://positivepsychology.com/positive-reinforcement-psychology/#:~:text=A%20study%20on%20the%20use,discontinued%20(Diedrich%2C%202010).
[106] https://www.responsiveclassroom.org/balancing-act/

classroom, and gain permission to leave the classroom independently. Teachers will learn how to teach classroom procedures and routines through interactive modeling, a 7-step approach that ensures students have a clear understanding and mental image for what is expected of them. The 7-step approach is as follows: 1 teacher states what they are going to model and why; 2 teacher models the behavior exactly how students should perform the actions; 3 teacher asks students what they noticed; 4 teacher invites one or more students to model the same way that they did previously; 5 teacher asks the students again what they noticed; 6 teacher invites all students to model as the teacher observes and coaches them; 7 teacher provides feedback about what students did correctly and where they should improve.[107] This approach is used when introducing a procedure or when a teacher notices that may students are not implementing the procedure effectively and can benefit from a reminder interactive model.

School Joy Events: The student survey data that we collected during our community engagement events highlighted that school joy events should be a top priority for any high-quality school. We want our students to experience joy throughout the entire school day in their classes with engaging lessons and during non-instructional time when they fellowship with their peers and teachers. The SEL Coordinator will organize school culture events e.g., popcorn and movie during lunch, dress down days, music during lunch each week on Fridays. The SEL Coordinator will also organize monthly joy events that build school pride and give students and staff an opportunity to build relationships in less formal structures. These events include, but are not limited to, school dances, college visits, and field trips.

Engaging Lessons: Strong academic programming is intrinsically aligned to a positive school culture. Students are less likely to misbehave if lessons are engaging and they have the tools that they need to be academically successful.[108] At Red Brick Academy, teachers will implement interactive learning structures that are designed to gain and hold the attention of learners for long periods of time. Teachers will include strong lesson openers that connect the why of the lesson and activate prior knowledge. Teachers will center lessons around activities that require students to take a stand and justify through evidence such as debates, presentations, mathematical proofs, and Socratic seminars. Teachers will also give students opportunities to regularly reflect and share their conclusions verbally and in writing.[109]

Experiences Beyond School: We will implement opportunities for scholars to interact with resources in their communities and experience real world connections to what they are learning at school. Students will go on six trips annually to visit colleges, museums, theaters, or sites that connect to the learnings in the curriculum to corresponding career opportunities and real-world applications. These type of primary, in-person experiences,

[107] https://www.responsiveclassroom.org/what-interactive-modeling/
[108] https://www.responsiveclassroom.org/about/
[109] https://roomtodiscover.com/lesson-plans/

combined with reflection, critical analysis, and synthesis, can lead to deeper understanding of the curriculum and stronger connections to the community.[110]

Additionally, students will be required to complete at least one community service project per semester to hone their leadership and social skills, promote feelings of self-confidence and self-worth, as well as reinforce the habit of positively giving back to one's community.[111] Students will work in groups of their choosing to plan or attend a community service event with the guidance of an adult advisor. After completing the community engagement experience, students will reflect on their experiences and give a presentation during advisory about what they learned and how they were able to positively impact the members of their community.

Social and Emotional Learning Programs

A safe and inclusive environment requires students to successfully manage their emotions and interact positively with others. We believe that these skills must be taught and reinforced through intentional social and emotional learning SEL programming to realize our mission of building an inclusive environment where every child feels safe to be their authentic self. Our social and emotional learning programs will teach students self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.[112] Red Brick Academy SEL Programs include a research-based SEL curriculum taught in advisory and reinforced by teachers and administrators throughout the school day, relationship building, community meetings, and a non-punitive Responsive Classroom approach to misbehaviors.

Advisory: At the beginning of each day, students will go to their advisory room with a consistent group of students and a trusted adult for a 30-minute advisory period. Each advisory lesson will include four components: arrival welcome, announcements, acknowledgements, and an SEL activity. The **arrival welcome** message is written by the teacher and posted on the board. It is the first thing that students read for the day and includes a warm message to start the day with positivity, **announcements** for upcoming events and important dates, and celebrations of academic and/or social achievement. The **acknowledgements** portion of advisory is an opportunity for student-to-student and student-to-teacher relationship building during which students and teachers share information about their identities or a topic related to the news or their interests. The **activity** portion of advisory is dedicated to a lesson that introduces an SEL concept.[113] We will use the *Second Step* program, a research based SEL curriculum, for the activity portion of our daily advisory. The Second Step lessons incorporate a variety of instructional tools including videos, direct instruction, group and partner discussion, interactive homework, and behavioral skill practice to teach SEL standards. The program

[110] https://www.aee.org/what-is-ee
[111] https://www.wcsu.edu/community-engagement/benefits-of-volunteering/
[112] https://casel.org/sel-framework/
[113] https://www.responsiveclassroom.org/responsive-advisory-meeting/

is aligned to the developmental needs of the grade level and builds on previous years' concepts year after year.[114]

Counseling for all: Students who need more intensive social and emotional support will receive counseling. At full enrollment, we will have one counselor for every two grades that we serve. Counselors will provide mandated counseling and at-risk counseling for general education students.

SEL reinforcement: We believe that there are SEL teachable moments throughout the school day and will not isolate social and emotional learning to advisory only. There will be an SEL focus area for the week that is introduced and discussed in advisory but also incorporated into the academic lessons throughout the day. Teachers will give students an opportunity to practice the SEL skill of the week during lessons and will acknowledge and celebrate students for implementing them successfully and respond to students when they are not meeting expectations using our non-punitive Responsive Classroom approach to misbehavior. Additionally, students will receive acknowledgments of achievement during community meetings to reinforce the SEL skill of the week.

Community meetings: Community Meetings are an integral part of our SEL programming as they provide an opportunity to reinforce SEL skills and build school pride. Each grade level will meet weekly for a grade level community meeting. During this time, students and teachers will highlight academic and SEL achievement, give public acknowledgment for exhibiting our community values, and share important school announcements.

SEL and discipline data tracking: SEL programs is one of our key design elements which means that we will use data to measure the effectiveness of our SEL programs and track progress. We will utilize data tracking platforms, such as SchoolRunner[115], to integrate student data information systems and allow teachers and leaders to track academic, SEL, and disciplinary data.[116] During weekly check-ins, the Superintendent and SEL Coordinator will analyze SEL and discipline data and create action plans to reinforce strengths and remedy areas of weaknesses.

Restorative Non-Punitive Approach to Address Misbehaviors: We understand that each student will be on a unique journey of developing the prosocial skills that we expect from all of our scholars. Misbehaviors will occur even after implementing the most effective proactive systems. As such, we will utilize a predictable, non-punitive, responsive discipline system that will build positive relationships with adults, teach scholars

[114] https://www.secondstep.org/middle-school-curriculum We have allocated x dollars for Second Step in our budget.
[115] https://www.schoolrunner.org/
[116] See line 104 in the budget section of the financial workbook for details about the allocation of funds for this programming.

appropriate replacement behaviors, and hold them accountable for demonstrating our community values.[117]

Teachers will use the public impact behavior management cycle to help students exhibit our community values.[118] We believe that 90% of classroom management is proactive. As such, the first two steps of the cycle help to proactively set up students for success. The first step of the cycle is to set and reinforce expectations so students know clearly what is expected of them. The second step is to use positive narration e.g., "I see several students using their notebook as a reference as they work through the problem set."). The positive narration is an important opportunity for teachers to verbalize the positive things that are happening in the room that are aligned to the expectations that they have set previously. Doing so can serve as a reminder for students who may have missed the original direction or need a model for what the expectation should look like when it is successfully implemented. The third step is to take corrective action if a student is still not meeting expectations after they have clearly been stated and reinforced by the teacher to hold the student accountable and maintain a focused classroom environment.[119]

When students misbehave, they will receive logical consequences for their actions that are aligned to the misbehaviors and give students an opportunity to repair the relationships that were impacted as a result of the misbehavior. We will implement Responsive Classroom[120] logical consequences which include: 1) "you break it, you fix it", an approach that gives students the opportunity to solve a problem that they have caused; 2) loss of privilege, when students do not meet the behavior expectations, they lose the privilege for a brief time that is associated with the misbehavior e.g., if a student unsafely uses a tool during a science lab, the student may be given an alternative assignment that does not include using the tool); and 3) positive time-out, a space in the classroom where a student can go for a brief moment to calm down and recover self-control.[121] The corrective action should always be given neutrally and maintain the dignity of the child. The exception to the neutrality rule is if there is an emergency or an egregious misbehavior e.g., fighting or any activity that brings harm to students or adults that requires the teacher or administrator to use an elevated tone to signal a breach of safety.

<u>Uniform Policy</u>

Several research studies have shown that uniforms have been connected to higher safety ratings, lower incidents of bullying, and improved student learning in schools.[122] Families that we engaged during the pre-authorization period also shared that uniforms would be

[117] Smith, et. all. *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management*. 2015. http://www.ascd.org/publications/books/116005/chapters/Punitive-or-Restorative@-The-Choice-Is-Yours.aspx

[118] https://www.opportunityculture.org/wp-content/uploads/2019/10/Positive_Narration_Handout-Public_Impact.pdf

[119] ibid.

[120] https://www.responsiveclassroom.org/about/

[121] https://www.responsiveclassroom.org/three-types-of-logical-consequences/

[122] Brookshire. *The Impact of School Uniforms on School Climate*. 2016. https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=3352&context=dissertations

a positive addition to our culture because families do not have to buy the latest fashion trends, uniforms require less laundry because students tend to wear them more than once without peers noticing, and uniforms make the morning routine less stressful because students do not have to plan for what they are going to wear each day.

We will implement a uniform policy that includes a standard set of uniform options. The options will be gender neutral to be inclusive of the full spectrum of gender identities. Students will wear a maroon or white polo with the Red Brick Academy emblem in the upper right corner of the shirt; a black belt; khaki or black pants or knee length skirts; and all black shoes. All students are expected to arrive in full uniform each day. The school will provide uniforms for students to borrow for the day if they proactively reach out to the Assistant Principal during arrival.[123] Students not in uniform at the end if arrival will receive a uniform infraction and families will be required to bring them a uniform to school. Consistent uniform infractions will result in loss of privileges to dress down days and other incentives that require students to have proven a consistent level of responsibility.

Family Workshops

One of our key design elements is strong family partnerships, and we believe that we must engage families in the education of their child for students to reach their full academic and social potential. It is an integral part of our school safety and culture programming. One way that we will engage with families is by holding regular family workshops at least twice per quarter. During these workshops, families will gain a deep understanding of our school design and behavior management system as well as be given tools for how they can best support their child at home to be successful at school. Workshop topics include advocating for your child's needs, making the most of your child's summer, time management at home, family book clubs, and techniques for encouraging positive behaviors in adolescents.[124] Families of 7th and 8th grade students will also attend a workshop in the end of the year to discuss high school options and learn the high school placement process.

School culture and discipline policies will be included in family handbooks printed for families and students at the beginning of each academic year. We request that families sign a form confirming receipt of the handbook. During family orientation at the beginning of the year, we will highlight key policies in the family handbook to help families work prepare their child for a successful year.

Teacher Development and Support

We will support teachers with successfully upholding our school climate programs beginning with a three-week staff orientation prior to the beginning of the academic year. During orientation, teachers will be immersed in the mission, vision, and school policies;

[123] See line 101 in the budget section of the financial workbook for details about the allocation of funds for this programming.
[124] Bronx Classical has a robust family engagement strategy that aiding in their Blue Ribbon distinction

work with their content teams to norm on the vision for academic excellence and instructional best practices; gain a deep understand of students' developmental needs by age level; and practice successfully implementing our behavior management systems through live practices and scenario discussions. Throughout the year, we will continue to reinforce and develop teachers' instructional and behavior management skills by giving regular feedback and coaching through weekly one-on-one coaching meetings, classroom observations, full staff professional development sessions, and external professional development trainings and texts.

Referrals, Suspensions, Expulsions, and Due Process

Policies and procedures for referrals, suspensions, and expulsions along with the discipline procedures for students with disabilities are outlined in our discipline system in **Attachment 8**.

Safety and Security Policy Adopted from the Texas School Safety Center [125]

In accordance with Texas Education Code section 37.109, Red Brick Academy will have a safety and security committee and operate in accordance with the Texas School Safety Center TxSSC).

Purpose: The purpose of the Committee is to: 1) participate on behalf of the district in developing and implementing emergency plans consistent with the district multi-hazard emergency operations plan EOP to ensure that the plans reflect specific campus, facility, or support services needs; 2) periodically provide recommendations to the district's board of trustees and district administers regarding updating the district multi-hazard EOP in accordance with best practices identified by TEA, the TxSSC, or a person included in the registry established by the TxSSC i.e., a safety consultant ; 3) provide the district with any campus, facility, or support services information required in connection with the safety and security audit, a safety and security audit report, or other reports the district is required to submit to the TxSSC; 4) review each report the district is required to submit to the TxSSC to ensure that the report contains accurate and complete information regarding teach campus, facility, or support service in accordance with criteria established by the TxSSC; and 5) consult with local law enforcement agencies on methods to increase law enforcement presence near district campuses.

Safety and Security Committee Formation: The safety and security committee will include the Superintendent, a representative of the local police department, the Red Brick Academy Board Chairperson, one classroom teacher, and two parents or guardians of students enrolled at Red Brick Academy.

[125] https://locker.txssc.txstate.edu/f40474bcbab5f025bb1570f1bfbf9f06/Model-Policies-and-Procedures-to-Establish-and-Train-on-Threat-Assessment.pdf

Committee Meetings: The committee will meet at the end of each semesters and once during the summer following all Open Meeting Act requirements.[126]

Committee Duties:

- The superintendent of the district shall ensure that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d]
- Each team must report required information regarding the team's activities to TEA. [TEC 37.115(k)]
- The superintendent of a school district may establish a committee or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement. [TEC 37.115(e]
- Team members shall work collaboratively with each other, with other school staff, and as appropriate with community resources to support the purposes of the team and the safety of the school and its students and staff.
- All team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.
- Team members shall actively, lawfully, and ethically communicate with each other; with school administrators; and with other school staff who have a need-to-know particular information to support the safety and well-being of the school, its students, and its staff.

Each team shall conduct a threat assessment that includes:

1. assessing and reporting individuals who make threats of violence or exhibit harmful, threating, or violent behavior; [TEC 37.115(f 1 a]
2. gathering/analyzing data to determine level of risk and appropriate intervention, including referring a student for mental health assessment and implementing an escalation procedure if appropriate [TEC 37.115(f 1) b].

- Each team shall:
    1. provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual [TEC 37.115 f 2];
    2. support the district in implementing the district's multi-hazard EOP [TEC 37.115(f 3)];

[126] https://statutes.capitol.texas.gov/SOTWDocs/GV/htm/GV.551.htm

3. report immediately to the superintendent a team's determination that a student or other individual poses a serious risk of violence to self or others [TEC 37.115(h];
4. act in accordance with the district's suicide prevention program upon identifying a student at risk of suicide [TEC 37.115(i)]; and
5. act in accordance with the district policies and procedures related to substance use prevention and intervention upon identifying a student using or possessing tobacco, drugs, or alcohol [TEC 37.115(j)].

- A team may not provide a mental health care service to a student who is under 18 without written consent from the family of or person standing in familial relation to the student [TEC 37.115(g].

Threat Assessment Program: We will implement an 8-step process to build a threat assessment program:

- Step 1: Create and promote safe school climates;
- Step 2: Establish a multidisciplinary team;
- Step 3: Define prohibited and concerning behaviors;
- Step 4: Create a central reporting mechanism;
- Step 5: Determine threshold for law enforcement intervention;
- Step 6: Establish threat assessment procedures;
- Step 7: Develop risk management options;
- Step 8: Conduct training for all stakeholders.

Threat Assessment Procedures

- Receive report about a person of concern and screen for the following: 1. imminence; and 2. to determine need for full threat assessment.
- If threat assessment team believes the report does present an imminent danger or safety concern:
  - immediately notify law enforcement
  - once the emergency has been contained, the threat assessment team should complete a full threat assessment inquiry
  - if report involves a student, TA team should notify superintendent, who will notify the family/guardian [TEC 37.115(h]
  - if report involves a student at risk of suicide, team shall conduct a full threat assessment inquiry in addition to actions taken in accordance with the district's suicide prevention program [TEC 37.115(i)]
  - make other notifications i.e., anyone that is/may be directly impacted

  OR

  If threat assessment team does not believe the report presents an imminent danger or safety concern:
  - determine if there is a need for a full threat assessment inquiry
  - if no, document initial report and screening and add information to threat

assessment database
- if yes, proceed with a full inquiry using steps below:

- If a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault notify the District's Title IX Coordinator immediately.
- Gather information about the person and situation from various sources, including an internet search.
- Organize and analyze information using 11 Investigative Questions from the U.S. Department of Education and Secret Service threat assessment guide.
- Make assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of assistance/intervention.
- Develop and implement a case management plan to reduce risk.
- As needed, refer individual of concern to local mental health authority or health care provider for evaluation/treatment AND/OR refer for a full individual and initial evaluation FIE /treatment for special education services.
- Monitor, re-evaluate, and modify plan to ensure intended outcome

Training: Team members will complete training provided by the TxSSC during the summer of the first year of membership and redo the training when policies or procedures change.

Promotion and Graduation Requirements

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

Grading

Course grades are determined by a combination of assessments, class participation, and homework. Table 5 gives a breakdown of the percentage of the quarterly grade for each. The school year is divided into four reporting periods or quarters. Each quarter is weighted equally and the average score for each quarter will determine the final year end grade. Students are required to earn a year-end grade of 70% or above in each core course math, ELA, science, and social studies to receive a passing score for the course. Each core course is aligned to the Texas Essential Knowledge and Skills TEKS). A passing score signals that students are prepared to matriculate to the next grade.

Table 5 - Grade Breakdown by Category

English	Social Studies
Assessments 60%) ● Unit Assessments 30%) ● Quizzes 10% ● Interim Assessments 20%) Class Participation 20% Homework 20%	Assessments 60%) ● Unit Assessments 40%) ● Quizzes 20% Class Participation 20% Homework 20%
Math	**Science**
Assessments 60%) ● Unit Assessments 30%) ● Quizzes 10% ● Interim Assessments 20%) Class Participation 20% Homework 20%	Assessments 60%) ● Unit Assessments 30%) ● Quizzes 10% ● Interim Assessments 20%) Class Participation 20% Homework 20%)
Enrichment Classes	
For all enrichment classes, grades are reported on quarterly report cards with a grading scale of Excellent, Good, Fair, and Poor.	

Promotion Requirements

Students are expected to pass all core courses and attend school regularly. Students with more than 19 absences, excused or unexcused, or who fail either or both ELA and math courses may be retained. We view retention as an intervention that should be used in rare cases. We believe that if we are implementing the appropriate supports during the year, the vast majority of our students will have academic success and be prepared for promotion to the next grade. However, there are a few cases when retention is an effective strategy for a child's long-term academic success. In these situations, we will gather the input of families, use quantitative and qualitative data, and review the Lights Retention Scale[127] a survey with a rating scale for developmental and academic metrics survey

[127] https://www.blhsd.org/pages/uploaded_files/Lights%20Retention%20Scale.pdf

results to make retention determinations at the end of the school year. The Director of Special Education will be included in all conversations about retaining any student with disabilities.

Retention Decision Process

At the beginning of quarter 4, we will have a third family-teacher conference window for any student who is on track to repeat the grade. Families of students in this category will receive a formal letter stating that the student is in jeopardy of retention and, during the conference, the school will work with families to create an intervention plan to get the student back on track to pass the course s of concern.

Three weeks before the year ends, students who have made the necessary progress and are back on track to passing the grade will receive a letter stating that they are no longer in jeopardy of repeating. Students who have not made the necessary progress will be considered for retention. For this group of students, teachers will complete the Lights Retention Scale[128]. The data from this survey will be collected, synthesized, and shared with families during the promotion meeting with the Superintendent, Assistant Principals, and Director of Special Education during the final weeks of school. During the promotion meeting, participants will review the students' quantitative and qualitative data from the year, the Lights Retention Scale data, and engage in a candid conversation about whether retention would be an effective intervention for the student. Final retention decisions will be made by the Superintendent in partnership with the Director of Special Education by the final week of school.

Supports for At-Risk Populations

We regularly analyze data which enables us to identify the students who are performing on grade level and proactively support those who are at risk of repeating the grade. Grade analysis, action planning, and monitoring happens during weekly data meetings, family-teacher conferences, grade level team meetings, MTSS meetings, and IEP meetings. Our data driven approach to monitoring students' progress and providing interventions is outlined in the "Supports for Special Populations" and "Professional Development and Evaluation" sections of this application. Additionally, our counselors and classroom advisors will work with families to offer support to students who may be experiencing extenuating circumstances e.g., homelessness, judicial occurrences, poor health that prohibit their child from regularly attending school.

Family Communication

We value family partnerships and believe that families must receive regular communication from the school about their child's academic and social-emotional progress. At the end of the quarter, grades for each course are recorded on report cards and shared with families. Progress reports are sent home on the first and third Friday of

[128] https://www.blhsd.org/pages/uploaded_files/Lights%20Retention%20Scale.pdf

each month. We will hold family-teacher conferences for all students after quarter 1 and quarter 2 so that families, teachers, administrators, and students can discuss each student's progress, share best practices and pertinent information, and reinforce a trusting school and family relationship. These conversations will be student led, which encourages students to take ownership of their academic performance and take an active role in improving grades that do not represent their best efforts.

Family and Community Engagement

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

At Red Brick Academy, we work alongside our families to provide a rich learning experience for our students that prepares them for college and the life of their choosing. We invest in this partnership because studies have shown that strong family engagement can improve student outcomes.[129] We believe that when a school and families leverage their collective knowledge about the child, both parties are better equipped to meet the needs of the student.

Family Partnership Initiatives

When a student joins Red Brick Academy, we will schedule an in-person meeting for families to meet key personnel at the school and begin to build a relationship of trust and collaboration from day one. When possible and with the permission of families, school personnel will conduct home visits to meet families in a familiar place and help staff gain cultural competency of the students we serve.

We will hold family orientation at the beginning of each school year during which families can meet key staff members and learn about key school policies. In accordance with TEC §12.111 a 9), families will also receive staff qualifications and contact information in their welcome packets during the orientation.

We have cultivated strong engagement with families since the very beginning of our school founding by holding sessions to solicit their input and incorporate their feedback into our school design. Family input has highlighted a need for regular communication with families about their child's academic and social progress, community building cultural events, a robust family association, family-teacher conferences, and family workshops. They were most excited about a school that prepares their children to go to college, and the majority were also in favor of key design elements such as longer school days and school calendar, uniforms, and firm yet supportive discipline structures.

The Family Engagement and External Partnerships Coordinator will be hired in year 1 and plan each family engagement event in an effort to build strong relationships with families, share information that will help families support their child at home, and create two-way communication pathways between home and school. The Family Engagement and External Partnerships Coordinator will also partner with community organizations to create mutually beneficial offerings for our students and families.

[129] https://sedl.org/connections/resources/evidence.pdf

Ongoing Feedback from Families

We will continue to implement family input into our school design each year by getting feedback from our Family Association members i.e. a group of Red Brick Academy staff members and families who meet once a month to discuss and plan school improvement initiatives, fundraising, and community partnership events), a suggestion box in the front office, and family surveys distributed during family-teacher conferences that asks families questions about their satisfaction with school programs and staff. School administrators and the Red Brick Academy board will review this data in the spring and winter to inform and strengthen our strategic plans.

Family Communication and Language Supports

Teachers and administrators will reach out to families regularly about their child's progress and share important announcements about upcoming major events e.g., testing, family workshops, etc. through SchoolRunner, an application that houses all student data in one platform and allows teachers and administrators to text and call families from the app in the users' preferred language. SchoolRunner also automatically logs communication between families and the school allowing school administrators to collect data about family communication.

All family events will have a school staff representative who will translate in Spanish to be responsive to our anticipated 69% of Spanish speak families. Our Front Office Manager will be English and Spanish speaking to allow most families to receive and give information to the school in their native language. Additionally, all documents that we send home will be in English and Spanish. For the handful of families that may speak other languages, we will provide additional translated versions in their preferred language and use translation applications like SchoolRunner[130] that allow us to text student updates and display students' academic and behavioral data in the family's preferred language.

At the end of the quarter, grades for each course are recorded on report cards and shared with families. Progress reports are sent home on the first and third Friday of each month. We will hold family-teacher conferences for all students after quarter 1 and quarter 2 so that families, teachers, administrators, and students can discuss each student's progress, share best practices and pertinent information, and reinforce a trusting school and family relationship. These conversations will be student led which encourages students to take ownership of their academic performance and take an active role in improving grades that do not represent their best efforts.

The Family Engagement and External Partnership Coordinator will continue our work to engage community members to build partnerships that will provide resources for our students and families. For example, we have engaged with the 100 Black Men of

[130] https://www.schoolrunner.org/

Houston[131] who could provide mentoring for our male students and Cherish our Children[132] to work with our students who have incarcerated parents. The evidence for community support can be found in **Attachment 9.**

[131] https://100blackmen.org/
[132] https://matchouston.org/presenter/cherish-our-children-international

Leadership and Governance

Board Structure and Qualifications

Complete the table below, and then enter the narrative response to the prompts in this section of the application. *Reference **Attachments 10-14** in the response.*

Table 6 – Board of Directors Information

Proposed board member	Area of expertise	Brief description of experience in this area
Crystal McKinney	Finance	Ms. McKinney has more than 15 years of corporate, private, international, and entrepreneurial experience. She has held numerous roles at various Fortune 500 and private companies from Big 4 accounting, expatriate assignment in Dubai, UAE, Finance Director, Controller to Chief Financial Officer. Ms. McKinney is a graduate of the Stephen M. Ross School of Business at the University of Michigan where she received a Bachelor of Business Administration with a concentration in Finance and a master's degree in accounting. She is a Certified Public Accountant in the states of Michigan and Texas.
Joel Munoz	Academics	Mr. Munoz is a native Houstonian with 15 years in education serving in roles such as teacher, Dean of Students, Assistant Principal and Principal with YES Prep Public Schools, Houston ISD, IDEA Public Schools, and Promise Community Schools. He is currently the principal of Baker Ripley Charter School where he works with the agency to provide wrap-around services to families and provide access to a high-quality education. Mr. Munoz holds a Bachelor of Business Administration in Management from the University of Houston and a Master of Education in Educational Leadership from Stephen F. Austin State University. As an educator with a record of results, he has an unwavering commitment to increasing equitable access to a high-quality education and opportunities for every child in his hometown.
Jacquelyn Rex	Special Populations/ Community Engagement / Legal	Ms. Rex began her career as an elementary special education, grades PK-5, in the Rio Grande Valley as a Teach For America corps member. Currently, she is an Associate at a boutique law firm practicing law in complex commercial litigation and white-collar defense and investigations. Ms. Rex received her B.A., magna cum laude, from Texas A&M University in 2008, M.A. from The University of Texas-Pan American in 2011, and J.D., cum laude, from Boston University School of Law. While in law school, she served as Editor-in-Chief of the Public Interest Law Journal and was winner of the Homer Albers Moot Court Competition, where she argued before federal appellate judges from the First, Second and Eleventh Circuits. After law school, Ms. Rex clerked for the Honorable Rolando Olvera, U.S. District Court for the Southern District of Texas.
Sydney Scott	Legal	Ms. Scott was born and raised in Houston, TX. She is currently a Partner at a boutique law firm in Houston. She represents plaintiffs and defendants in a wide array of commercial litigation matters. She holds a

		BA from Dartmouth College and a JD from The University of Pennsylvania.
Robert Sepeda	Fundraising/ Operations/ Community Engagement	Mr. Sepeda is a Houston native. For over 10 years, Mr. Sepeda's career has been devoted to serving Houstonians and Texans at-large. He began at BakerRipley helping Houston Independent School District families with children in Head Start programs. He then helped connect families to schools by managing a database and creating and operating a successful call center reaching tens of thousands of families in Houston, San Antonio, and Austin at Families Empowered. Most recently, Mr. Sepeda serves as the Director of Grants Management and Evaluation at the Brown Foundation. Mr. Sepeda attained his BA in Psychology at UC Berkeley and a MA in International Educational Development from Teachers College, Columbia University.
Dr. James Stancil	Community Engagement / Academics	Dr. Stancil was a high school teacher for 20 years and is currently a News Literacy Ambassador for The News Literacy Project in the Houston region and the Tutoring Services Coordinator at Prairie View A&M University. He formed a 501 c 3 organization, Intellect U Well, Inc., that promotes the joy of reading, media literacy, and digital citizenship in the Houston community, and also volunteer with the Houston Network of Outdoor Afro, which seeks to reconnect African Americans with nature and the outdoors. He is also a board member for the 100 Black Men of Houston. He holds a Bachelor of Arts from the University of North Carolina Chapel Hill, a master's degree of education from North Carolina State University, a doctoral degree in philosophy from the Virginia Commonwealth University, and a doctoral degree of philosophy from the Institute of Metaphysical Humanistic Sciences.
Marshette Turner	Community Engagement / Operations	Ms. Turner is the Director of Corporate Services for the Houston Minority Supplier Development Council HMSDC . In this role, she is responsible for actively engaging the Corporate Community as well as connecting them to Minority Business Enterprises MBEs) to increase and expand business opportunities and growth for the MBE. A prominent thought leader, Ms. Turner is the former Director of External Affairs for the State of Illinois Comptroller's office. For five consecutive years she was featured as one of Chicago's Most Influential Leaders in Who's Who in Black Chicago. She has been honored as one of Texas' Top 50 Professionals & Entrepreneurs, one of Illinois' 50 Women of Excellence and a host of other honors for Exceptional Leadership. She holds a Bachelor of Arts in English from DePaul University.

<u>Board Structure and Primary Responsibilities</u>

There is a strong correlation between board performance and the success of a school.[133] As such, we intentionally invested significant time connecting with over 70 community members to identify skilled professionals who can help Red Brick Academy realize its mission. Each candidate went through a rigorous vetting process to identify their ability to invest time and resources to our cause, subject matter expertise, ability to hold the proposed superintendent accountable for meeting goals, work productively across lines

[133] http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf

of difference, develop ambitious goals and strategic plans, and keep student impact at the center of all decision making.

Size and composition:

Currently we have seven board members who are experts in law, finance, community engagement, operations, academics, and fundraising. We will continue to grow our board to 11-13 members by the beginning of the founding year to ensure extra capacity in high needs areas such as academics, community engagement, real estate, and finance. It is important to us that students see leaders of our school that look like them as proof that they can hold leadership positions and achieve at the highest levels. As such, the board includes members with diverse skill sets and represents the demographics of the community that we will serve. The resumes and biographical affidavits for each board member are included in **Attachment 12.**

Roles and Responsibilities:

In accordance with statute §100.1101, the board's primary responsibility is to oversee the programming outlined in the charter and ensure students are performing in accordance with the Texas Education Code TEC).[134] The board must be knowledgeable about basic school law, school finance, health and safety, the use of public funds, accountability to the public, open meeting requirements, and public records requirements. Additionally, the board must have a strong relationship with the Superintendent and self-manage the performance of the board. Clear roles and responsibilities on the board will help ensure that the board is operating optimally.

The Red Brick Academy board leadership team includes the Chair, Vice Chair, Treasurer and Secretary. The Chair is responsible for the management of board members, setting the agenda in partnership with the Superintendent , facilitating monthly board meetings, leading the governance committee, and reporting governance updates during monthly meetings. The Vice Chair will assist the Chair with implementing their responsibilities and will assume chair responsibilities in the event the Chair is not available. The Treasurer will oversee the financial operations of the school, lead monthly finance committee meetings, and report on the financial updates during monthly public meetings. The Secretary is responsible for ensuring all board compliance including open meeting laws and state mandated board trainings.

Board members will participate in monthly committee meetings for academics, finance, and governance aligned to their subject matter expertise. The academic committee will ensure progress of academic goals. The finance committee, led by the Treasurer, will track financials and ensure the fiscal health of Red Brick Academy. The governance committee, led by the Chair, will manage the membership and compliance of all board activities and will provide oversight of academic, financial, and operation activities of the school.

[134] http://ritter.tea.state.tx.us/rules/tac/chapter100/ch100aa.html#division5

Relationship with and Management of the Superintendent:

The board's relationship with the school leader is paramount to the school's success. The board hires the Superintendent to lead all day-to-day operations of the school, provides support to the Superintendent, and holds that person accountable for delivering on the agreed upon expectations determined at the beginning of each school year.[135] The Superintendent will report to the board on a monthly basis with data about key school metrics including academics, operations, finances, and any regulatory documentation for board review and approval. The Superintendent is also an active member of each committee providing the necessary information that the board needs to effectively govern. The chairs of each committee will give monthly reports to the board to ensure that all parties are knowledgeable about school happenings.

The board will utilize the Commissioner-Recommended Student Performance Domain/Superintendent Appraisal Worksheet outlined in **Attachment 14** to evaluate the Superintendent on an annual basis. In accordance with statute TEC §39.054, district performance is the primary consideration of the appraisal of superintendent performance.[136] The tool holds the Superintendent accountable for instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.[137] The formal evaluation will be conducted annually soon after accountability metrics have been released. The board will use internal metrics to check progress at the mid-point of each calendar year using interim assessment data; student, staff, family, and employee surveys; student behavior data; and financial reports. After each evaluation, the Superintendent is responsible for reporting to the board where the school met or exceeded expectations, where the school needs to improve, and an action plan for how the school plans to improve lowest performing metrics and sustain highest performing metrics.

Self-management of the Board: In addition to managing the Superintendent, the board must manage itself to ensure it is functioning optimally in service of the students and families of the school. The board will utilize a Long Star Governance LSG Coach to support the Red Brick Academy board in their self-evaluation process. The board will use the LSG Integrity Instrument to conduct a self-evaluation during the annual board retreat and use the findings to improve board structures for the following year. The tool ensures that the board adopts and monitors progress of student outcome goals, invests at least half of its time on improving student outcomes, evaluates but does not interfere with the progress of student outcome goals, operates in a way to allow the Superintendent to

[135] http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf

[136] https://www.tasb.org/services/board-development-services/resources/superintendent-evaluation/student-performance-domain.aspx

[137] A full detailed outline of the evaluation tool can be found in Attachment 14.

accomplish the vision, promotes the vision, and works collaboratively with the Superintendent to lead toward the vision.[138]

Training: All board members will participate in the 12-hour training course consistent with statute §100.1102 within one calendar year of joining the board and six instructional hours in the following years delivered by a course provider registered under §100.1107.[139] The additional semi-annual trainings will be outsourced by highly qualified board training organizations such as Board On Track[140] and Leadership ISD.[141] The semi-annual trainings are divided into three phases: pre-authorization, founding year, and first year of operations and beyond. During phase 1 pre-authorization , training topics include deep knowledge and input into school design, fiscal and academic accountability and goal setting, effective community engagement strategies, open meeting laws, governance vs. management, and public figure training. During phase 2 founding year , training topics will include governing board member roles and responsibilities; expectations for academic, operations, finance, superintendent, and board effectiveness oversight; and multi-year strategic planning. During phase 3 1st year of operations and beyond , training topics will include effective board and superintendent evaluation processes and refreshers on training topics identified in phase 1 and 2.

Bylaws: Red Brick Academy Bylaws are outlined in **Attachment 10.**

Code of Ethics and Conflict of Interest Policy: The Code of Ethics and Conflict of Interest Policy is outlined in **Attachment 11.**

Grievance Policy Adopted from The Ethical Community Charter School [142]

Rationale: Red Brick Academy board members recognize the important roles that families and teachers play as partners in upholding the school mission and policies. Thus, to strengthen that partnership and foster an open and productive line of communication between not only families and teachers but also the school leader, administrative staff, and the Board of Trustees, the Board has instituted a fair and efficient process by which internal grievances can be resolved amicably and consistent with the law. If a Board employee, trustee, or parent/guardian has a complaint or dispute with any Board policy or the actions of a School Employee or Board Trustee "grievance" , it should be resolved in accordance with the dispute resolution proceedings set forth in this Policy, or as otherwise mandated by law.

Procedure

Informal Grievances:

[138] https://tea.texas.gov/sites/default/files/LSGParticipantManual.pdf
[139] http://ritter.tea.state.tx.us/rules/tac/chapter100/ch100aa.html#division5
[140] https://boardontrack.com/
[141] https://leadershipisd.org/ ; See line 97 in the budget section of the financial workbook for details about the allocation of funds for board expenses.
[142] Adopted from The Ethical Community Charter School and grievance policy examples discussed during BES fellowship training.

- Should a complaint or concern arise between a family and a teacher or staff member, families are encouraged to first attempt to resolve said complaint or concern directly with the teacher or staff member by scheduling a conference to discuss the issue. If after meeting in conference with the immediate source, the Family deems the initial response/course of action as insufficient, or in the event that a meeting with the immediate source is not practicable or reasonable because of the nature or subject matter of the grievance, an informal meeting with the Superintendent may be requested in an attempt to resolve the concern or complaint. The Superintendent reserves the right to redirect families to the involved teacher or staff member if that step has not been taken.
- Any person who has a grievance shall discuss it first with the Superintendent in an attempt to resolve the matter informally, within five 5 business days from the time when the person knew or would have known of its occurrence.
- If the complainant is satisfied with the response of the Superintendent, no further action will be required, and the grievance will be considered to be resolved. The Superintendent will follow-up in writing within 5 days the result of the meeting.
- If the complainant is not satisfied, the complainant can file a formal grievance with the Superintendent.

Formal Grievances:

- If the grievance is not resolved to the complainant s satisfaction through discussion with the Superintendent and through the board-led mediation option, the complainant may submit a formal written grievance to both the Superintendent and the Board Chairperson within five 5) business days after meeting with the Superintendent or his/her designee. The written grievance must detail in writing by email or letter the matter that was originally submitted informally to the Superintendent and must explain the basis for the complainant s dissatisfaction with the decision and/or course of action previously rendered. All formal grievances must redact student names.
- Upon receiving the written request, the chair shall request copies of all written communications from previous attempts at resolution from the Superintendent. The chair shall convene in a committee of the board no fewer than three people , which shall meet within 10 working days to discuss the issues. With the exception of the employee and his or her representative, the committee of the board shall decide who else shall be in attendance. The committee of the board shall decide on the matter by majority vote and shall issue its decision in writing to the employee and the chief executive within five working days of its meeting. Decisions of the committee of the board shall ordinarily be final. Failure of a party to cooperate with the committee of the board does not preclude the board from conducting a further proceeding.
- In the event that the committee of the board is unable to reach a decision and/or the grievance is of such a nature that it might interfere with the normal functions

of Red Brick Academy, then the committee shall bring this matter to the board for consideration. Upon referral by the committee, the employee shall have the right to be present, and be accompanied by a representative and by a person he or she would substantiate the grievance. The board of directors shall issue its decision in a written statement to the employee and Superintendent within five working days of its meeting. This decision shall be final.

Organizational Charts

The organizational chart for year 1, year 3, and year 5 can be found in **Attachment 13**. Please note that Red Brick Academy will be at full capacity in year 3. As such, year 3 and year 5 organizational charts are the same. The description of staffing roles can be found in **Attachments 17, 18, 19, 20, and 21.**

Outsourced Services: Red Brick Academy utilizes a slow growth model to ensure that there is ample time to plan and execute all school programming efforts. While we are growing to full capacity, we will outsource services to help manage the budget. Over time, the reliance on external services will diminish as we reach our maximum enrollment. We will outsource transportation, janitorial services, food services, back-office services, legal, and specialized student services speech therapy, physical therapy, bilingual, and occupational therapy .

Proposed Superintendent Qualifications

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

Proposed Superintendent Qualifications

Brittney Jean-Louis is the proposed Superintendent for Red Brick Academy. Her personal mission is to help ensure that all students have high-quality educational opportunities in their home communities. She is a Texas native with a proven track record of success as both a school leader and mathematics teacher. She served as a math teacher for five years and transitioned to school leader for the next six years. Her entire career has been serving in schools with predominately students of color in low-income communities.

As an algebra and geometry teacher, over 90% of Mrs. Jean-Louis' students received proficient or advanced on the state assessment MCAS). Her effectiveness was further demonstrated when her Advanced Placement AP Calculus students achieved the highest pass rates in the twelve-year history of the school on the national AP Calculus AB exam with over 40% of her students receiving a 3, 4, or 5 on the exam. Mrs. Jean-Louis has extended her ability to deliver excellent educational outcomes for students as a school leader. Her greatest strengths are in instructional leadership and teacher development. Most recently, Mrs. Jean-Louis served as the Principal of a growing charter school in the Ascend Charter School network in New York City. She managed all aspects of academics, culture, and operations and understands the nuances of the founding years of a school. In the first year of operations, students outperformed the state average on both the ELA and math state assessments. The learnings from this experience would prove invaluable in leading the founding of Red Brick Academy.

Perhaps most importantly, the work is personal for Mrs. Jean-Louis. Growing up in a low-income neighborhood in Fort Worth, TX, she did not have high performing schools in her neighborhood, a typical characteristic of low-income communities. However, she was fortunate to receive a scholarship to a high-performing high school that prepared her to thrive at Dartmouth College. She returns to her native state to help students who live in low-income neighborhoods like her own to receive the high-quality education that all children deserve. Mrs. Jean-Louis' resume, qualifications, and professional biography of the can be found in **Attachment 15.**

Education Level and Training: Mrs. Jean-Louis holds a Bachelor of Arts in sociology from Dartmouth College, a Master's degree in effective teaching from the Charles Sposato Graduate School of Education, and a Master's degree in business administration from The Wharton School at the University of Pennsylvania. She is also in the BES build. excel. sustain. Fellowship receiving training on school leadership, school start-up, board relations, budgeting, facilities procurement, and community engagement.

Compensation: In accordance with 19 TAC §100.1022 c 1) A i , the Superintendent will be compensated based on the individual's education, experience, prior salary history, job duties performed, and what a typical person with similar skills, experience, and job duties would earn.[143] The starting salary will be $95,000. The amount-per-student is $439.81.

Superintendent Development and Support

The Superintendent is accountable for instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.[144] The Red Brick Academy board will conduct an annual formal evaluation soon after accountability metrics have been released. The board will use internal metrics to check the Superintendent's progress at the mid-point of each calendar year using interim assessment data; student, staff, family, and employee surveys; student behavior data; and financial reports. After each evaluation, the Superintendent is responsible for reporting to the board where the school met or exceeded expectations, where the school needs to improve, and an action plan for how the school plans to improve lowest performing metrics and sustain highest performing metrics. The board will ensure additional training is provided to the Superintendent based on performance of the annual evaluation.

Superintendent Succession Plan: Our proposed Superintendent has committed to at least ten years in this role in order to set a solid foundation for Red Brick Academy for the many years to follow. Even with this commitment, the Red Brick Academy board and the proposed Superintendent will develop a thorough succession plan to ensure a smooth transition and prepare for an unforeseen early departure. The succession plan will include three components: strong documentation of organizational structures; a robust Superintendent job description; and the ongoing assessment and development of a high achieving member of the Red Brick Academy leadership team who could step into the Superintendent role. Ideally, an internal candidate would assume the role after the proposed Superintendent departs because they will intimately understand the workings of the school. If there are no qualified internal candidates available, the board will conduct a robust external search for a Superintendent that can execute on the responsibilities of the role. The success of this succession plan requires daily implementation by the proposed Superintendent starting in year one of operations through her ultimate departure from the school.

[143] http://ritter.tea.state.tx.us/rules/tac/chapter100/ch100aa.html

[144] A full detailed outline of the evaluation tool can be found in Attachment 14.

Proposed Instructional Leadership Team

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

The instructional leadership team will include four members: the Superintendent, the Assistant Principal of Humanities, the Assistant Principal of Math and Science, and the Director of Special Education. Table 7 outlines the core responsibilities of each, the anticipated salary, and year the employee will be onboarded. Please note that the Assistant Principal of Math and Science will join the team in year 2. Due to our slow growth model, we prioritized funds in year 1 for teaching positions. During year 1, the proposed Superintendent, who has extensive experience in math instruction and coaching, will coach the math and science teachers while developing a high-performing math teacher to assume the role of Assistant Principal of Math and Science at the beginning of year 2.

Table 7 – Instructional Leadership Team Information

Roles	Core Responsibilities	Anticipated Salary	Onboarding Timeline
Superintendent	Lead the development and coaching of Assistant Principals	$95,000	Year 0
Assistant Principal of Humanities	Coach ELA and social studies teachers	$75,000	Year 1
Director of Special Education	Ensure special education compliance and coach special education and ESL teachers	$75,000	Year 1
Assistant Principal of Math and Science	Coach math and science teachers	$75,000	Year 2

General Instructional Leader Competencies:

The proposed Superintendent has taught math for 5 years, held middle and high school leadership positions for 6 years, and holds a Master's Degree in effective teaching and a Master's Degree in business administration. Her entire career has been serving in schools with 80+% of students who are socioeconomically disadvantaged and predominately children of color. All five years as a math teacher, her students outperformed the state average on math state exams. She has coached math and science teachers for three years as a school leader and is well-versed in data-driven instruction, responsive classroom approaches, standards aligned curriculum development, coaching instructional leaders, live coaching, professional development, culturally responsive pedagogy, and building positive relationships with staff, students, and families. During her two-year tenure as Principal at Ascend Charter School, all staff members completed semiannual surveys and each time 100% of staff rated her favorably when asked, "I trust my school leader at his or her word", "I feel respected by my school leader", and "My school leader is an effective manager who makes the school run smoothly". Moreover, over 80% of families completed

the family survey which showed 90% or more satisfaction on almost all questions asked around family satisfaction about the school.

We have not begun the search for the proposed Assistant Principals or Director of Special Education, but should our charter be approved, we will implement a robust hiring process to get the very best instructional leaders with a track record of producing exceptional academic outcomes in students with similar student populations. We will look to hire leaders who have expertise in their respective content areas, data-driven instruction, effective classroom management strategies, live coaching, culturally responsive classroom, supporting special populations, classroom observations, adult management, and professional development. A full job description for each Assistant Principal and Director of Special Education can be found in **Attachment 18.**

Hiring Process: timeline, criteria, recruitment, and selection

Starting in the fall of 2021, we will post the Assistant Principals and Director of Special Education roles and begin our recruiting efforts. The job description will be on our school website page, school social media pages, and other major job search sites such as LinkedIn, Indeed, and SchoolSpring. Additionally, we will utilize Facebook ads to highlight open roles and staff incentives of our school such as retention bonuses, robust professional development opportunities, and a respectful and collaborative working environment.

Candidates who pass the screening process because their resume and cover letter show evidence of demonstrated success aligned to the core competencies of the job description will be invited to a 30-minute phone interview with the Superintendent. During this interview, the Superintendent will ask questions to gauge mission alignment, cultural competency, leadership capacity, core competency skills, and additional inquiries based on information included in the resume and cover letter.

Candidates who successfully complete the phone screen will be given a set of performance tasks to be completed within two weeks. The performance tasks will gauge the candidate's ability to plan a coaching meeting with a teacher after a video observation, analyze student data and create a responsive action plan to fill student gaps, plan a TEKS aligned lesson, and plan a professional development session for a group of teachers.

Candidates who successfully complete the performance task will move on to an in-person interview with the Superintendent and a peer Principal of a neighborhood school we will continue to create relationships with neighboring school leaders and request that they allow us to host in-person interviews at their school site if our facility is not ready for occupation . During the on-site interview, the candidate will teach a 40-minute demo lesson, facilitate a mock coaching meeting with a teacher, observe classrooms and share

effective coaching strategies for teacher development, and facilitate a mock professional development session.

Candidates who successfully complete the in-person interview showing an aptitude and fit for the school will be offered the Assistant Principal position contingent on passing a background check.

Support, Development, and Evaluation Process:

The leadership team will participate in a 3-week summer training program in July facilitated by the Superintendent. Training topics will include effective leader schedules aligned to priorities, classroom observations, one-one-one coaching meetings, building a positive classroom climate, leading with equity, effective feedback structures, and leading during all-hands activities arrival, lunch, dismissal, and community meetings . During the year, Assistant Principals and the Director of Special Education will have weekly one-on-one meetings with the Superintendent to monitor progress, action plan around individual and department goals, co-observe classrooms, and analyze student and teacher performance data. Assistant Principals and the Director of Special Education will also engage in external PD options such as school visits of high-performing schools and content specific PDs.[145]

The Superintendent will facilitate mid- and end-of-year evaluations for each Assistant Principal and the Director of Special Education. The evaluations are heavily based on student outcome data from interim assessments and the performance of the teachers whom they support. The evaluation tool that we will use for the Assistant Principals and the Director of Special Education is outlined in **Attachment 19.** The tool includes the process for evaluations and a 4-point rating scale of the core competencies of the role.

[145] See line 110 in the budget section of the financial workbook for details about the allocation of funds for this programming.

Proposed Financial and Operations Leadership Teams

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

The Financial and Operations Leadership Team will include the Superintendent and a Director of Operations. They will share financial and operations responsibilities outlined in the table below.

Table 8 – Financial and Operations Leadership Teams

Roles	Core Responsibilities	Anticipated Salary	Onboarding Timeline
Superintendent	Budgeting, financial management, accounting, policy development and implementation, school safety, and talent management	$95,000	Year 0
Director of Operations	General operations, procurement, facilities management, talent management, contract management, reporting data in PEIMS, student recruitment and enrollment	$75,000	Year 0

The Red Brick Academy board will lead fundraising efforts so that the school-based team can prioritize launching all programming around instruction, culture, and operations. The board will select a back-office provider[146] that is well-versed in charter school accounting and can support the finance and operations team with payroll, financial regulations, and financial statement creation. A back-office provider plays a critical role in ensuring that we have sound financial operations and will be selected by the board by the end of September 2021.

Finance and Operations Team Qualifications: The proposed Superintendent, Mrs. Jean-Louis, is a member of the school's finance and operations leadership team. She has a Master's degree in business administration from the Wharton School of the University of Pennsylvania where she completed coursework in accounting, operations, and finance. As a school Principal for three years, she has experience effectively managing school budgets and creating operational and school safety policies that are aligned to statutes and provide clear protocols for critical procedures. **Attachment 20** includes Mrs. Jean-Louis's resume and the job description for the Director of Operations.

We will begin the hiring process for a Director of Operations in the fall of 2021 with an anticipated start date of Jan. 1, 2022. The Director of Operations job description can be found in **Attachment 21.**

[146] See line 86 in the budget section of the financial workbook for details about the allocation of funds for this programming.

Hiring process: The hiring process for the Director of Operations will be similar to the Assistant Principals' but the tasks will be aligned to the core competencies in the Director of Operations job description. Starting in the fall of 2021, we will post the Director of Operations role and begin our recruiting efforts. The job description will be on our school website page, school social media pages, and other major job search sites such as LinkedIn, Indeed, and SchoolSpring. Additionally, we will utilize Facebook ads to highlight open roles and staff incentives of our school such as retention bonuses, robust professional development opportunities, and a respectful and collaborative working environment.

Candidates who pass the screening process because their resume and cover letter show evidence of demonstrate success aligned to the core competencies of the job description will be invited to a 30-minute phone interview with the Superintendent. During this interview, the Superintendent will ask questions to gauge mission alignment, cultural competency, leadership capacity, core competency skills, and additional inquiries based on information included in the resume and cover letter.

Candidates who successfully complete the phone screen will be given a set of performance tasks to be completed within two weeks. The performance tasks will gauge the candidate's ability to prioritize and manage multiple responsibilities, create and execute a student enrollment strategy, and implement and create sound operational and financial systems.

Candidates who successfully complete the performance task will move on to an in-person interview with the Superintendent and a peer Principal of a neighborhood school. The Red Brick Academy facility may not be ready at this point and it is preferable to see candidates in action with students and teachers during their interview. As such, we will create relationships with neighboring school leaders and request that they allow us to host in person interviews at their school site. During the on-site interview, the candidate will conduct a building walk through to identify facility strengths and areas for growth, role play scenarios to gauge adult management skills, and share their strategies around procurement and data reporting PEIMS).

The candidate who successfully complete the in-person interview and shows high aptitude and fit for the role will be offered the Director of Operations position after the Superintendent conducts a background check in accordance with TEC §12.129 and TEC §29.061 to verify that candidates criminal record and confirm that they meet the minimum requirements of a bachelor's degree and special education and bilingual education certification, if applicable.

PEIMS Responsibilities and Training: In accordance with TEC §12.104 b 2 A , we will have a designated staff member for PEIMS reporting. The Director of Operations will assume PEIMS responsibilities and will receive PEIMS specific training.[147]

[147] See line 110 in the budget section of the financial workbook for details about the allocation of funds for this programming.

Performance Management

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

Goal setting and the use of data are central to our programming. The goals that we create set a vision for what we want to achieve, and data gives us insight into how we are progressing in meeting our goals. Student outcomes are at the center of all of goals because our primary mission is to prepare students to succeed in college and the life of their choosing. Teachers, administrators, and board members will collect, analyze, and utilize data from student and staff surveys, student assessments, SEL evaluations, staff evaluations, and classroom observations to monitor progress. Teachers and SEL staff will analyze student assessment results to identify the standards that need to be retaught or reinforced as well as the students who need targeted remediation plans. Administrators will complete similar analyses of student assessment data as well as conduct daily classroom observations and semiannual staff evaluations to determine promotions, incentives, and additional supports for staff members.

Board members and school leaders will use all the data sources mentioned above as well as monthly financial and operations reports and student, family, and staff surveys to monitor progress on goals and create multi-year strategic plans that ensure the academic outcomes of our students as well as financial and operational viability of the school.

Academic and Health Goals

Goal 1: Students will be proficient or advanced in English Language Arts.

Absolute and Longitude Measure: At least 60% of students who have attended Red Brick Academy for one year will pass the Reading and Writing STAAR exams. At least 70% of students who have attended Red Brick Academy for two years will pass the Reading and Writing STAAR exams. At least 80% of students who have attended Red Brick Academy for three years or more will pass the Reading and Writing STAAR exams.

Comparative Measure: 80% of students who have attended Red Brick Academy for at least two years will score at least 5% higher than the host school district in the Reading and Writing STAAR exams.

Comparative Measure: All subgroups, including special populations, will score the same as or higher than the average grade level score on reading and writing STAAR exams.

Longitude Measure: At least 80% of students who enter Red Brick Academy behind grade level in reading will make at least one year of reading growth as assessed by the Northwest Evaluation Association Measures of Academic Progress NWEA MAP at the end of their first year in attendance.

Goal 2: Students will be proficient or advanced in mathematics.

Absolute and Longitude Measure: At least 60% of students who have attended Red Brick Academy for one year will pass the Mathematics STAAR exam. At least 70% of students who have attended Red Brick Academy for two years will pass Mathematics STAAR exam. At least 80% of students who have attended Red Brick Academy for three years or more will pass the Mathematics STAAR exam.

Comparative Measure: 80% of students who have attended Red Brick Academy for at least two years will score at least 5% higher than the host school district in the Mathematics STAAR exam.

Comparative Measure: All subgroups, including special populations, will score the same as or higher than the average grade level score on the math STAAR exams.

Longitude Measure: At least 80% of students who enter Red Brick Academy behind grade level in math will make at least one year of reading growth as assessed by the Northwest Evaluation Association Measures of Academic Progress NWEA MAP at the end of their first year in attendance.

Goal 3: Students will be proficient or advanced in science.

Absolute and Longitude Measure: At least 60% of students who have attended Red Brick Academy for one year will pass the Science STAAR exam. At least 70% of students who have attended Red Brick Academy for two years or more will pass Science STAAR exam. At least 80% of students who have attended Red Brick Academy for three years or more will pass the Science STAAR exam.

Comparative Measure: 80% of students who have attended Red Brick Academy for at least two years will score at least 5% higher than the host school district on the Science STAAR exam.

Comparative Measure: All subgroups, including special populations, will score the same as or higher than the average grade level score on the Science STAAR exams.

Goal 4: Students will be proficient or advanced in social studies.

Absolute and Longitude Measure: At least 60% of students who have attended Red Brick Academy for one year will pass the Social Studies STAAR exam. At least 70% of students who have attended Red Brick Academy for two years or more will pass Social Studies STAAR exam. At least 80% of students who have attended Red Brick Academy for three years or more will pass the Social Studies STAAR exam.

Comparative Measure: 80% of students who have attended Red Brick Academy for at least two years will score at least 5% higher than the host school district in the Social Studies STAAR exam.

Comparative Measure: All subgroups, including special populations, will score the same as or higher than the average grade level score on the Social Studies STAAR exams.

Goal 5: Students will be proficient or advanced in physical education benchmarks.
Absolute and Longitude Measure: At least 60% of students who have attended Red Brick Academy for one year will pass the FitnessGram assessment. At least 70% of students who have attended Red Brick Academy for two years or more will pass the FitnessGram assessment. At least 80% of students who have attended Red Brick Academy for three years or more will pass the FitnessGram assessment.

Financial and Operational Goals:

Goal 1: Red Brick Academy scores "above standard" or "superior" in Charter FIRST Ratings.[148]

Goal 2: Red Brick Academy scores "meetings expectations" for Operational Framework Indicators outlined in the Charter School Performance Frameworks (CSPF).[149]

Goal 3: The Board of Directors will effectively govern the school.
The Board of Directors will:

- conduct annual formal review of the school Superintendent;
- attend all TEA sanctioned board member trainings and participate in additional trainings with external partners such as Board on Track and Leadership ISD;
- work with the Superintendent to create a multi-year strategic plan that results in exceptional student outcomes;
- conduct an annual review of the school to assess strengths and weaknesses and work with the school superintendent to strengthen the multi-year strategic plan; and
- conduct an annual review of the board to assess strengths and weakness and suggest improvements for the following fiscal year.

[148] The financial goals are aligned to the Charter FIRST ratings outlined in statute (TAC) §109.1001(f).
[149] https://tea.texas.gov/sites/default/files/2019%20CSPF%20Manual.pdf

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.*

Attracting, hiring, and retaining high-quality staff is a key element of our school design because teacher and principal effectiveness, in particular, are the primary drivers of student outcomes.[150] We invest heavily in our staff to ensure that we have the very best educators that will deliver high quality instruction to our students. See line 111 in the budget section of the financial workbook for details about the allocation of funds for recruiting staff.

Attracting and recruiting high-quality staff

COVID-19 has exacerbated teacher shortages across the country largely due to a significant number of educators deciding to retire early out of concern for their health.[151] A study conducted by the American Federation of Teachers shows that 33% of teachers over the age of 50 with more than 20 years of experience reported that the pandemic caused them to retire earlier than planned.[152] With a large number of workers leaving the industry, we can assume that we will continue to see these shortages for years to come. In response, we are planning a robust approach to recruiting that includes highlighting incentives, strategic partners, and the use of targeted advertising and social media. These efforts will occur throughout the entire school year to ensure a steady flow of high-quality applicants. The goal is to attract high-quality applicants, but we will also rely on our robust teacher development programs to train teachers who are approaching proficiency that show a strong growth mindset and ability to implement feedback quickly.

If for some reason we have open vacancies throughout the year, our instructional leadership team will share teaching responsibilities and use substitute teacher agencies to fill any additional gaps. We will utilize temporary placement agencies for all non-instructional roles until we find a suitable full-time replacement.

The Superintendent will lead recruiting and hiring efforts with the support of the other leadership team members Assistant Principals, Director of Operations, and Director of Special Education . The Superintendent will partner with teacher training programs at universities and colleges in Houston, and other major cities in Texas, and hold informational sessions and visits to Red Brick Academy for recent graduates of these programs. Additionally, Red Brick Academy staff will attend tabling events to spread the

[150] https://www.naesp.org/sites/default/files/LeadershipMatters.pdf and https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2
[151] https://www.cnbc.com/2020/10/09/teacher-shortage-and-covid-19-create-challenge-for-education-system.html
[152] https://www.aft.org/sites/default/files/survey_school-reopening_augsept2020.pdf

word about our school and recruit diverse applicants at events such as Teach for America's School Leaders of Color Conference and NAIS People of Color Conferences. All open positions will be posted on our school website and job posting sites such as LinkedIn, Indeed, the Texas Charter School Association, and SchoolSpring. During the winter and spring, we will run recruitment ads on social media platforms Facebook, Instagram, Twitter to highlight our unique offerings of competitive salaries and incentives, professional development, clear promotion pathways, and a respectful/collaborative work environment.

Recruitment monitoring system: The Superintendent will update a recruitment and hiring dashboard monthly that includes metrics about outreach efforts, the number of applicants in the pipeline for each open position, and the ratio of filled to unfilled positions. This data will help identify where we need to strengthen our recruitment efforts. It will also be shared with board members so they can use their networks to support with finding high-quality candidates and hold the Superintendent accountable for meeting recruitment and hiring goals.

Hiring high-quality staff

The hiring process for our leaders is outlined in the "Leadership and Governance" section of this application. The process for hiring teachers and non-leadership administrators is similar and includes five phases, each of which requires an invitation to the next phase:

- Phase 1: Initial Application: applicant submits a resume and cover letter and answers questions about mission-alignment and certifications
- Phase 2: Phone Screen: applicant completes a 30-minute phone interview with the Superintendent during which they will answer questions to gauge mission alignment, cultural competency, core competency skills, growth mindset and additional inquiries based on information included in the resume and cover letter
- Phase 3: On-site Interview: this in-person interview includes performance tasks based on their role. For example, teacher candidates will complete a sample lesson and analyze student work to determine steps to increase student proficiency rates. Students will complete a feedback survey about whether or not they think the teacher would be a good fit for our school.
- Phase 4: Background/Reference Checks: the Director of Operations will conduct background checks in accordance with TEC §12.129 and TEC §29.061 to verify that candidates criminal record and confirm that they meet the minimum requirements of a bachelor's degree and special education and bilingual education certification for the appropriate positions.
- Phase 5: Offer: The Superintendent will send an official offer to join the Red Brick Academy team. Current employers will be assigned to reach out to potential hires after they receive an offer letter to provide a warm welcome, answer share excitements about them potentially joining the team, and answer any lingering questions.

Placement and Staffing of high-quality staff

Our staffing plan is in response to the projected need and demographics of our students. The staffing organizational charts can be found in **Attachment 22** and the supplemental human resources forms in **Attachment 23.** We prioritize staffing for special populations so that we can implement the program structures that will ensure their success. In our target location, we expect 8% of students with disabilities, 36% of English Learners, 86% of students classified as economically disadvantaged, and anticipate about two-thirds of our students will not have grade level reading or mathematics skills. We believe that these categories are not determinants of success, but they do reveal particular vulnerabilities that we want to proactively support with sufficient staffing.

Special Education and English Learners: In year 1, we will have one certified Special Education teacher for the anticipated 17 students with disabilities. Beginning in year 2, we anticipate that the number of students with disabilities will increase to 26. We will add an additional certified special education teacher at this point ensuring a ratio of less than 18 students with disabilities to every special education teacher when we are fully enrolled. With such a large number of English learners, we encourage dual certification for generation teachers. We will also train all teachers in effective ESL practices as outlined by the research based Sheltered Instruction Observation Protocol SIOP).[153] The protocol ensures that all instructional practice incorporates the language acquisition needs of English learners.[154] Even though all teachers and instructional leaders will be trained in SIOP, we anticipate that there will be a small number of students who need more intensive language support. As such, we included a certified ESL Teacher/Coordinator beginning in year 1 to provide the direct language acquisition instruction. We will use an external contractor to provide bilingual services.[155]

Economically Disadvantaged Students: Almost all our students will be classified as economically disadvantaged and studies show that students living in poverty experience trauma at higher rates.[156] Additionally, COVID-19 has exacerbated the negative impact of mental health on adolescents living in poverty because of the public health crisis, social isolation, and economic recession.[157] We will implement robust social-emotional learning programs as outlined in the "School Culture and Safety" sections of this application. Additionally, we are staffing one counselor for every two grades to provide mandated counseling for students with IEPs and 504s as well as mental health supports to general education students in need.

[153] https://ies.ed.gov/ncee/wwc/Intervention/504

[154] More details about our plans for implementing this program can be found in the "Supports for Special Populations" portion of this application.

[155] See line 87 in the budget section of the financial workbook for details about the allocation of funds for this programming.

[156] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5765853/

[157] https://jamanetwork.com/journals/jamapediatrics/fullarticle/2764730

Students not on grade level: Literacy and mathematics skills are the foundation to a student's academic success and most of our students will enter our school without grade-level reading and math skills. To catch students up quickly, we will have double instructional blocks for ELA and math, Monday through Thursday. This will require an additional ELA and math teacher per grade in addition to the core instructional programming outlined in the "Curriculum, and Instruction" section of this application.

Outsourced support: With a slow growth model, we are strategic about the costly full-time equivalents FTEs that we have on staff. We will contract roles that are not full-time positions and cannot be feasibly added to the responsibilities of an existing position. These services include the following: meal service, janitorial services, back-office supports, and other student services e.g., occupational therapy, speech, physical therapy, and bilingual).

Retention of High-Quality Staff

The retention of high-quality staff is key to the success of a school, especially in the founding years when there is a large number of staff to hire each year. To encourage our high-performing teachers to return each year, we will implement retention bonuses that staff can receive after 5 and 10 years of employment at Red Brick Academy.[158] These years correspond to the times when teachers are likely to leave their teaching role.[159] All teachers will receive targeted instructional support from a highly skilled instructional leadership team. Additionally, we will implement monthly wellness events that include partnering with external trainers to facilitate sessions such as physical and mental health exercises, anxiety decreasing strategies, and mindfulness training. Lastly, all members of the leadership team will be trained in effective adult management strategies so that they can effectively cultivate a respectful and collaborative working environment.[160] Leaders will also implement Talent 9 retention strategies which includes a robust list of non-monetary activities that promote staff retention e.g., mentoring opportunities, participation in leadership meetings, and first choice of grade level placement [161]

Dismissal of staff

We understand that even with the best hiring practices, there will be times that we need to dismiss members of our staff for under-performance or egregious acts that do not align to our agreed upon community values. We will implement a progressive discipline approach to address poor work performance or misconduct and encourage staff to become more productive workers and adapt their behavior to the organization's standards and expectations.

[158] See line 118 in the budget section of the financial workbook for details about the allocation of funds for this programming.
[159] https://learningpolicyinstitute.org/product/coming-crisis-teaching
[160] See line 110 in the budget section of the financial workbook for details about the allocation of funds for staff development
[161] https://www.analyticsinhr.com/blog/9-box-grid/

Progressive Discipline Approach (adopted from Ascend Charter Schools[162] **:** While the school's leadership team will work to share, model, and reinforce its expectations around systems and policies, it is ultimately the duty and the responsibility of Red Brick Academy staff to be aware of and abide by existing policies and work rules. It is also the responsibility of staff to perform their duties to the best of their ability and to the standards set forth in their job descriptions or as otherwise established. Staff are encouraged to take advantage of all learning opportunities available and to request additional instruction when needed.

The employee's immediate supervisor, manager, or director will approach corrective measures in an objective and fair manner. If a staff member's performance of assigned tasks is of concern, the supervisor, manager, or director will confirm that the staff member has received proper instructions, appropriate orientation, and adequate training and that they are aware of job expectations. Patterns of poor performance are just as indicative of overall performance as single incidents.

If misconduct has occurred, the supervisor, manager or director will take steps to ensure that the staff member is aware of the policies and regulations regarding the infraction. If appropriate instruction or information was not communicated, a plan for such communication should be immediately developed and reviewed with the staff member.

An employee who disregards or deviates from assigned tasks or from Red Brick Academy policies or rules may be subject to disciplinary action. Disciplinary action may take any or all of the following forms: verbal warnings, written warnings, suspensions, probations, or immediate discharge. Disciplinary action will depend in part on the nature of the violation and on the employee's work record. A negative performance evaluation may count as a written warning. Red Brick Academy has the sole discretion to determine what type of discipline is appropriate. In certain circumstances, the employee's conduct may lead directly to unpaid suspension or immediate termination of employment. Disciplinary action is a part of the employee's record and may be taken into consideration when evaluating performance for purposes of promotion, future disciplinary action, and continued employment.

While not intended to be an all-inclusive list, the examples below represent behavior that is considered unacceptable in the workplace. Behaviors such as these, as well as other forms of misconduct, may result in disciplinary action, up to and including an unpaid suspension or termination of employment.

- Creating conflict with co-workers, supervisors, visitors, or volunteers
- Failing to follow practices as needed for the specific job assignment
- Contributing to unsafe conditions
- Smoking in nonsmoking areas

[162] Staff disciple policy adopted from Ascend Charter Schools

- Leaving the assigned work area or facility without the supervisor's permission
- Using facility telephones for unauthorized purposes
- Disregarding the School's dress code
- Damaging or using School-owned equipment without authorization
- Reporting to work late, returning late or leaving early from lunch and break periods
- Removing, posting, or altering notices on any bulletin board on company property without permission from the staff member's manager or Human Resources
- Eating food or drinking beverages in undesignated areas
- Violating other rules or policies not specifically listed
- Failing to report injuries, damage to, or an accident involving Ascend equipment
- Violating any safety rule
- Acting negligently
- Engaging in horseplay that results in personal injury or equipment damage
- Spreading malicious rumors
- Copying facility documents for personal use
- Using facility communication systems inappropriately
- Treating families or co-workers in a discourteous, inattentive, or unprofessional manner
- Leaving work early without notification or permission
- Not complying with personnel file maintenance
- Not following department guidelines concerning notification of absenteeism
- Being absent for three or more days without notification or permission also referred to as a voluntary quit or job abandonment
- Fighting through the use of physical force
- Demonstrating intentional insubordination, including
  - refusal to do an assigned job
  - refusal to render assistance
  - refusal to accept work when assigned
  - insolent response to a work duty
  - extreme delay in carrying out an assignment
- Being dishonest, including deception, fraud, lying, cheating, or theft
- Engaging in vulgar or abusive language or conduct toward others
- Having time-card violations
- Sabotaging the facility, grounds, or equipment
- Falsifying company records, such as employment applications and timecards, in any way
- Engaging in indecent behavior
- Possessing, being under the influence of, or drinking intoxicants on the work premises
- Sleeping while on duty
- Intentionally entering data incorrectly into data management systems
- Carrying a weapon on company property, including in the parking lot

- Disclosing confidential records or information
- Soliciting gifts or tips from business-related contracts
- Using the facility's computer systems, including accessing confidential computer files and data, without authorization
- Demonstrating gross misconduct or other serious violations of Ascend policies or procedures
- Failing to comply with licensure and certification requirements

Professional Development and Evaluation

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

Our professional development of our staff is a key component of achieving the mission of Red Brick Academy. We invest in hiring high-quality educators, but we understand that every educator has areas of strengths and opportunities for growth. All Red Brick Academy staff will need both uniform and differentiated training on the core components of our school design to be able to execute it consistently and effectively. As such, we will implement a robust staff orientation professional development PD) scope and sequence before the first day of school and PDs throughout the year will reinforce learning.

Staff Orientation

We will support teachers in upholding our school climate programs beginning with a 120-hour, three-week staff orientation at the beginning of each school year. During orientation, teachers will be immersed in the mission, vision, and school policies; work with their content teams to norm on the vision for academic excellence and instructional best practices e.g. inquiry-based questioning, SIOP, and data driven practices ; gain a deep understanding of students' developmental needs by age level; learn differentiation strategies and specific mandated supports for students with IEPs and 504s; practice successfully implementing our SEL and behavior management systems through live practices and scenario discussions; and begin to build trusting relationships with colleagues through team building activities. Staff will be compensated for this development as part of their annualized salary and will have a start date in alignment with our dates for professional development. Our salaries are paid over a 12-month period, including staff orientation. Table 9 gives a breakdown of the approximate number of hours that will be spent on each of the following training topics.

Table 9 – Staff Orientation Session Hours

Session Type	Hours approximate
Mission, vision, and school policies	12 hrs
Instructional Practices for Success	40 hrs
Positive Classroom Environment Structures	20 hrs
Supporting all learners special education and ELs	15 hrs
Individual Planning Time lesson planning, classroom readiness, IEP/504 reading, etc.	25 hrs
Team Building	8 hrs
Total	**120 hrs**

Professional Development During the School Year

Throughout the year, we will continue to reinforce and develop teachers' skills by giving regular feedback and coaching through classroom observations, full-day professional development sessions data dive days , content team meetings, Friday afternoon PDs, and one-on-one coaching. Instructional leaders will use data from classroom observations and assessments to inform the topic and structure of these PD sessions. The table below describes the purpose, timing, and frequency of each professional development structure. PD throughout the year equates to over 320 hours or 40 workdays. Most PD sessions are led by internal instructional staff: Superintendent, Assistant Principals, SEL Coordinator, or Director of Special Education. Teachers who have shown mastery of professional development topics may also facilitate sessions. The instructional leaders must be models and daily reinforcers of best practices for teachers. As such, they will be trained on how to successfully implement our programs during their summer training and lead the PD sessions for teachers throughout the year.

Table 10 – Professional Development Structures

Professional Development Structure	Purpose	Timing/Frequency
Staff Orientation	Set the vision for and train teachers on key school design elements	The three weeks before students' first day of school
Data Dive Days	1 Analyze interim assessment data and student work 2) Create remediation plans for priority standards that have yet to be mastered and students who are not on track to pass the STAAR exam 3) Adjust curriculum and instruction practices to promote higher levels of student mastery	Quarterly after each interim assessment and after long breaks for the full workday. Specific dates are outlined in the School calendar in attachment 25.
Content Team Meetings	1) Analyze student work and assessment data and create remediation/enrichment plans 2) Discuss and model best practices for specific content delivery	Twice a week during co-planning periods
Friday afternoon PD	Create alignment and give opportunities to practice schoolwide instructional and culture initiatives	Once a week on Friday afternoons
One-on-One Coaching Meetings	Differentiated support that targets the specific needs and data of the teacher	At least once a week during the teacher's planning period struggling teachers may receive individual coaching at a higher frequency

Differentiating support: All teachers will receive a minimum of one classroom observation and one coaching meeting per week. As administrators analyze student

outcomes, the coaching support may increase or shift to meet the needs of the teacher and students. For example, a new teacher whose student data is unsatisfactory may receive daily live coaching through classroom observations and two one-on-one checks per week. A group of more senior teachers with stronger academic data may have a joint weekly check-in with an instructional leader. To aid in differentiated trainings for staff, we may include supports from external training to push their practice. See line 110 in the budget section of the financial workbook for details about the allocation of funds for this programming.

Teacher evaluation tool

Teachers will receive one mid-year and one end-of-year evaluation. The purpose of the evaluations is to give teachers and leaders an assessment of where they stand on all performance areas, provide promotion readiness indicators, and serve as a tool for continuous improvement. The evaluation process and tool can be found in **Attachment 24**. Unsatisfactory evaluation scores will signal that a teacher may need different or additional supports from their direct supervisor. If supports have been given and performance remains unsatisfactory, the teacher's responsibilities may lesson or shift to better align with his or her strengths. If there are no such opportunities to place the teacher in a position that serves the school and aligns to the teacher's strengths, their employment may be terminated. A full description of the escalating termination policy can be found in the "Talent Management" portion of this application.

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 annual calendar and daily and weekly schedules are in alignment with state statutes[163] and the pillars of our school: deep academic learning through data-driven, inquiry-based instruction; an inclusive school community; and families as partners. We intentionally reflect our priorities in our calendar and schedules so that we can realize our important mission.

Annual Calendar Overview

Our annual calendar highlights important dates; holidays; four quarterly grading periods; and the total amount of instructional days, instructional minutes, and PD days. We optimize learning by extending the amount of instructional time we have with students, investing in intentionally developing our staff, scheduling family partnership development time, and highlighting key monthly happenings to build identity awareness and celebration.

Additional instructional time: We have a total of 187 school days and 89,430 instructional minutes see **Attachment 25** for our 2022-2023 draft calendar . We exceed the 75,600 instructional minutes minimum requirement to increase the amount of time that we have with students to develop and reinforce their academic, social, and emotional skills. We have an extended school day schedule: 7:30am – 4:00pm, Monday through Thursday, and 7:30am – 1:00pm on Fridays. We also included seven additional school days to the standard 180 school day calendar. The additional instructional time equates to over 30 additional full school days in the calendar year.

Investment in teacher development: Our calendar includes 21 full days of professional development beginning with a three-week orientation at the beginning of the school year. Additionally, every Friday, students will be dismissed at 1pm allowing teachers to engage in afternoon professional development with their content teams, grade level teams, school-wide staff community, and their individual coaches to refine their instructional/classroom environment/curricular practices and review, monitor, and create action plans based on student data that will fill gaps quickly and push high achieving learners even further. We have ambitious goals for student achievement and allocate ample time to develop our teachers so they provide the education that will lead to students' success. During the professional development time, staff will also engage in mental health and sustainability activities to support their mental and physical well-

[163] https://statutes.capitol.texas.gov/Docs/ED/htm/ED.28.htm#28.002

being.[164] We are providing this support because educators who teach students who exhibit stress due to the effects of trauma may take on similar stressors.[165]

Data-driven decisions: At the end of each quarter, we reserve three half-days for math, science, and ELA interim assessments followed by one full day PD ("Data Day") for staff. The purpose of the interim assessments is to identify student gaps and achievements so that the instructional team can build intentional action plans that will fill academic gaps and push high achievers even further. During Data Days, teachers will have the full day to work with their content teams to analyze the interim assessment student work and data and create robust action plans. We will also include time for the Superintendent to present schoolwide data to share and get feedback on the school's progress with meeting our annual and quarterly goals.

Family engagement: Families will be encouraged to join the Family Association, a group of families and Red Brick Academy staff led by the Family Engagement and External Partnerships Coordinator, that meets monthly to discuss and plan school improvement initiatives, fundraising, and community partnership events.

Per the advice of families and board members during community engagement events and the positive research around family partnerships, we have included 13 family engagement days to the calendar with the goal of creating deep relationships and two-way communication pathways between families and school staff. We believe that when we partner together, we are better able to learn from each other resulting in advancing both parties' ability to educate our students. The family engagement events include:

- Family/teacher conferences: scheduled time for families to meet teachers and administrators to discuss their child's academic, social, and emotional progress. These conferences will be largely led by scholars to build their self-advocacy skills and encourage them to take ownership of their own learning.
- Family workshops: Two to Three hour long sessions to support families with advocating for their child's needs, making the most of their child's summer, time management at home, family book clubs, and techniques for encouraging positive behaviors in adolescents.[166]
- Student showcases: quarterly events where students showcase their academic and artistic abilities with the community
- Additional family engagement opportunities with external partners will be coordinated by our High School placement and Family Engagement Coordinator.

Inclusive school community: We celebrate our school community's heritage and culture daily, but we also include key cultural events to our school calendar to build awareness

[164] See line 110 in the budget section of the financial workbook for details about the allocation of funds for this programming.
[165] https://files.eric.ed.gov/fulltext/ED594465.pdf
[166] Bronx Classical has a robust family engagement strategy that aiding in their Blue Ribbon distinction

and celebrate historically oppressed groups. During family orientation, families will complete a survey requesting additional cultural dates that are important to their family and heritage. We will use this information to inform our advisory lessons, monthly newsletters, and community meeting cultural awareness and celebrations events.

Daily and Weekly Schedules

Students will have designated time for meals, SEL development, enrichment, interventions, and core academic courses. Each of these classes correspond to staffing in teacher schedules that will ensure the academic, social, and emotional success of all members of the community in these spaces. We will utilize two schedules: a Monday-Thursday schedule with a rotation of enrichments and a Friday abbreviated schedule.

Monday-Thursday Schedule

The schedule includes a 30-minute advisory, 45-minute periods for core courses ELA, math, science, and social students , a second 45-minute period of ELA and math, a 45-minute intervention period, a 45-minute enrichment block, meal times, and recess. Students will take two enrichment classes per year that will rotate on a Monday/Wednesday and Tuesday/Thursday schedule. One rotation will include health/physical education. The second rotation will be largely based on student choice when possible and include: art, dance, theatre, computer fluency, civic engagement, and debate. Core enrichment classes that must be taken in grades 7 and 8 include computer fluency, civic engagement, and college readiness.

Mental and physical health are essential to academic, emotional, and social success.[167] As such, all students will receive a total of 170 minutes of moderate to vigorous physical activity each week. This amounts to an additional 35 minutes of physical activity over what is required for 5th graders and more than 150 additional hours of physical activity required for 6th- 8th graders during this three-year period[168]. We achieve this additional physical activity time by adding a 20-minute recess block, Mon-Thurs, and scheduling physical education for two of the four enrichment periods each week.

Friday Schedule

The Friday Schedule abbreviated student day for professional development includes a 48-minute community meeting, 48-minute periods for core courses, a 30-minute block for arrival/breakfast and lunch, and an 18-minute block for closing advisory and dismissal. Table 11 includes the duration, name, and a description for each class offering. See **Attachment 26** for a sample daily schedule.

[167] https://www.cdc.gov/healthyschools/physicalactivity/facts.htm

[168] https://tea.texas.gov/sites/default/files/PE%20FAQ%20Draft%202-26-2015.pdf

Table 11 – Class Descriptions and Durations

Duration	Class Name	Description
30 mins	Arrival/ Breakfast	Students will enter the front door and be greeted warmly by name by the Superintendent. They will sign in and take the direct path to their advisory room. Staff will be strategically placed along the highways and classrooms to greet and supervise students. Each adult that students pass will greet them with a smile and by name. Once in their rooms, students will follow the breakfast procedure, turn in their homework, and eat their breakfast while quietly socializing with peers until advisory begins.
30 mins	Advisory	After breakfast, students will clean up and transition into advisory. Advisory will be a time for community connections, announcements, and building SEL skills.
M- TH: 45 mins x 2 90 mins F: 48 mins	Math Class	Students will have a double block of math class Mon-Thurs. and a single block of math class on Fridays. Math classes will be inquiry-based and aligned with state standards. The work will start off with fluency drills but quickly progress to problem-solving in real world contexts. Students will have time to work independently and in groups to solidify their understanding of math concepts.
M- TH: 45 mins x 2 90 mins F: 48 mins	ELA Class	Students will have a double block of ELA class Mon-Thurs. and a single block of math class on Fridays. ELA classes will be inquiry-based and aligned with state standards. Students will read grade level texts that are rich, engaging, and authored by a diverse group of writers. Students will engage in writing assignments that require them to use textual evidence and justify their claims. They will engage in a variety of engagement activities that develop their communication skills such as debates and class presentations.
20 mins	Recess	Students will engage in a safe and orderly recess that will help them develop cooperation, collaboration, conflict resolution, and communication skills.
25 mins	Lunch	Students will eat lunch to give their bodies fuel to fully engage in afternoon classes and grow a healthy body. They will also have time to socialize with classmates while they eat to build positive peer relationships.
45 mins	Science Class	Science classes will be inquiry-based and aligned with state standards. Students will conduct experiments to test hypotheses, engage in hands-on activities to build their understanding of the sciences, and show their understanding in lab reports and presentations.
45 mins	Social Studies Class	Social studies classes will be inquiry-based and aligned with state standards. Students will read primary and secondary sources to make connections between historical events and impacts of these events on the present day. They will develop a strong sense of geography and engage in historically accurate texts that are from diverse perspectives. Students will be taught to question assumptions and be critical of the impacts of point of view.
45 mins	Enrichment/ Specials	Students will engage in a range of extracurriculars that will promote healthy bodies, artistic development, and civic engagement including art, dance, theatre, debate, health, physical education, computer fluency, and civics.

45 mins	Intervention/ Acceleration	M/W, students will have ELA intervention. T/Th, students will have math intervention. During this time, students are leveled based on the most recent assessment data. Students are in small groups receiving instruction from their teachers to remedy misconceptions and skill gaps.
F: 48 mins	Community Meeting	Community Meeting will occur once a week. During this time, grade level teams will come together for performances, cultural celebrations, academic and community values awards, and important community announcements.
17 mins	Closing Advisory/ Dismissal	Students will go to their lockers to collect their belongings. During this time, teachers will pass out notices for home and homework folders. Teachers and students will end the day with shoutouts and words of affirmation for each other. Students will exit the building safely and orderly following the dismissal procedure.
15 mins	Snack	Students will eat snack, quietly socialize with peers, and prepare to transition to clubs or tutoring.
55 mins	Clubs and Tutoring	Students will engage in staff facilitated clubs and small group tutoring. We will strongly suggest to families of students who are at a high risk of failing to attend after school tutoring. Each teacher is expected to stay afterschool for at least one day each week for tutoring. The schedule is coordinated by content teams during orientation and follows the general schedule below: Monday – Math/Science Tuesday – ELA/History Wednesday – Math/Science Thursday – ELA/History

Student Recruitment and Enrollment

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

All students living within the allowable attendance zone are eligible to submit an application to be enrolled in Red Brick Academy. In accordance with TEC §12.111 a 5 , Red Brick Academy will hold an annual application period and will not "discriminate in admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability"[169].

Recruitment: Student recruitment efforts will be led by the Superintendent and the Director of Operations after they are onboarded halfway through the planning year. We will also partner with external contractors who will help to collect contact information and outreach of prospective families within a 5-mile radius of our target school location.[170] The enrollment window will be published on our website, broadcasted on social media sites, and the radio in both English and Spanish beginning in September. Families who reach out and are interested in applying before the window opens will be placed on an outreach list and receive a reminder to apply when the enrollment window officially opens. We will actively target students who have historically been underserved at low performing schools in our attendance zones. These students are largely students of color, students with disabilities, and/or English learners. We believe that our programming centered around equitable educational experiences for all students will serve this demographic well. The Red Brick Academy Board and staff will go to local community centers, churches, and prospective student homes to hold informational sessions and encourage enrollment applications. We will also partner with organizations such as Families Empowered and Good Reason Houston to hold events to reach families in our attendance zone.

The enrollment target for year 1 is 218 students and our goal is to reach at least 800 applications for an enrollment rate of about 27%. By building a positive reputation of exemplary student outcomes, we hope to improve the enrollment rate to at least 50% by year 3[171]. If enrollment numbers are lower than expected, we will analyze the potential contributing factors to create a strategy to address the issue. For example, if we are not reaching enough families, we will utilize the strategies that have been most effective, elicit feedback from families about what is working/not working, and adjust recruitment plan as necessary. In the months of September through March, our goal is to reach at least 500 families each month through outreach programs e.g., door-to-door canvassing, Robocalling, information sessions at community centers, Facebook ads, etc. and secure at least 120 applications. This will equate to over 800 applications by the time we hold

[169] TEC §12.111(a)(5)

[170] See line 112 in the budget section of the financial workbook for details about the allocation of funds for this programming.

[171] In year 1, 1 in 4 applications resulted in enrollment at Etoile Charter School in Houston, TX. They have since improved the number to 2 in 1 as of 2019.

the lottery. With a 27% enrollment rate, we will successfully enroll 226 students, providing a small buffer for the budget based on 216 students in year 1. We will take a similar approach to enrollment in year 2 and year 3.

Lottery: The window for applications will be the first Monday of September and close the last Friday of the following March. On a Friday following the close of the application window there will be a lottery open to the public during which applications will be chosen at random by a disinterested third party. We will post the results of the lottery on our website and send notifications to families who applied with an invitation to enroll or a notice of their waitlist status. If more families apply than there are available seats, the remaining families who do not receive an enrollment seat will be placed on a waitlist. If there are less families that apply than there are available seats, all applicants will be invited to enroll, and the remaining spots will be given on a first come first served basis. After the lottery, applicants on the waitlist will be placed in order of when the application is received. All records of the lottery will be available to the public upon request. Each year, returning students and siblings of enrolled students will be exempt from the lottery and receive the first enrollment seats. Children of founders and staff will also be exempt from the lottery as long as the total number is not a larger proportion of enrollment per statute TEC) §12.111 and TEC §12.117. The description of the admissions and enrollment policy is included in **Attachment 27.**

Contingency Planning

Our primary funding source is student enrollment, and while we intend to meet all enrollment targets, we have a contingency plan if student enrollment is lower than expected. We have built a secondary budget that includes a 30% decrease in expected enrollment. The plan includes eliminating or combining roles and scaling down operational costs.[172] We will also request feedback from applicants and community members about our enrollment strategies as well as allocating more resources to outreach efforts that have been most effective and fewer resources to less effective outreach strategies.

[172] A full description of the contingency plan can be found in the "Financial Planning" section of this application.

Facility Acquisition

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

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

Facility Not Identified

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

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

Our goal, at full scale, is to have a facility of about 80 sq ft per student. At max enrollment, that includes a facility that is about 35,000 sq ft. We will enroll 50% of our students in year 1 and grow to full capacity by year 3. As such, we are looking for a facility that will support our programming when we are at full capacity that will allow us to grow into the space, taking on the enrollment based square footage year by year. Doing so allows us to invest in a long-standing facility that will be utilized for several years that follow. The minimum and ideal facility requirements are as follows. The minimum requirements allow us to deliver our mission aligned programming.

<u>Minimum Requirements</u>

- at least 16 classrooms that can hold 30 students, 4 classrooms per grade,
- 6 – 8 smaller student breakout rooms for small group instruction and related services,
- a large multipurpose room for physical education classes and assemblies cafeteria if necessary
- a front office room with a neighboring nurse's office,
- storage rooms throughout for janitorial and curricular supplies,
- at least one large room for administrative offices to conduct coaching sessions and professional development
-

<u>Ideal Requirements</u>

- a separate cafeteria space,
- at least 5 separate offices for administrators to conduct coaching sessions and professional development,

- an outdoor space for recess, and
- close proximity to a bus stop.

Red Brick Academy is currently seeking a board member with expertise in facilities and real estate to lead the efforts of facility procurement. The member will be chosen by March 1, 2021 and lead, in partnership with the Superintendent, the facilities activities outlined in the start-up plan and report progress on goals to the full board during monthly board meetings. To date, we have sourced commercial real-estate agents to support us with the procurement of a facility. We have identified a strong realtor, Lesa Nickelson French, with extensive experience in securing facilities for founding charter schools. Ms. Nickelson French's bio is as follows:

As Corporate Managing Director in Savills Houston office, Lesa Nickelson French helps clients achieve their business goals through customized real estate solutions. She draws on her expertise from both her legal training and extensive experience in commercial real estate to serve tenants in lease transactions ranging from 2,500 to more than 500,000 square feet. Specializing in tenant representation, leasing, acquisitions, and dispositions, she works strategically with her clients to understand their unique needs, regardless of size. Lesa helps companies of all sizes achieve their business goals by synthesizing her negotiation and contract skills with in-depth market knowledge, skillfully representing clients in finding the right space to thrive. Lesa joined Savills in 2019, after eight years as Senior Vice President with JLL, where she was a top performer in office tenant representation. Before that, she worked at CBRE for six years, representing mid- to large-size tenants. Before entering commercial real estate, Lesa practiced law for ten years. She was a commercial litigator and then spent six years at Service Corporation International, successfully supervising the firm's U.S. and Canadian litigation.

As of December 4, 2020, a preliminary report conducted by Ms. Nickelson identified more than 20 potential facility locations in a 5-mile radius of our target zip code, 77060, that could meet our ideal square footage and building requirements. Neither the proposed Superintendent, nor any member of the board of directors, will be within the third degree of consanguinity or affinity to the lessor.

The target percentage of our expenses for rent is about 12 – 15% of total expenditures. Renovations will be conducted to ensure that the facility meets all federal, state, and local health and safety codes. We budgeted $50,000 in renovations in year 0. Our goal is to finalize and execute a lease by January 1, 2022, complete construction and renovations by the end of April, and ensure a certificate of occupancy is issued to TEA at least 60 days before the first day of school.

Transportation

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

We anticipate 80 - 90% of enrollment will come from students living in a 5-mile radius of our target zip code as there were almost 10,000 middle school students attending C, D, or F rated schools as of 2019. [173] Our goal is to attract students currently attending these low-performing schools who live very near to the target zip code and have short commutes. As such, we will not provide transportation for the general education population. Houston is largely a driving community; however, we are looking for facilities near bus stops to provide more commuting options for students and families.

Students will attend monthly field trip events that will connect the learning happening in the classroom to happenings within the community. Students will also attend annual college visits. See line 106 in the budget section of the financial workbook for details about the allocation of funds for this programming. Additionally, the family association will conduct fundraising events to supplement these costs.

In accordance with TEC, §12.106 b and §48.151, we will provide transportation for students who have transportation services I their IEPs or 504 plans.[174]

[173] https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html

[174] See line 107 in the budget section of the financial workbook for details about the allocation of funds for this programming.

Start-up Plan

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

Red Brick Academy has developed a robust start-up plan for each major activity in preparation for culture and academics, talent, enrollment, operations, finance, and governance. Each activity includes sub activities with specific tasks, timelines, individuals responsible for decision making and execution. We also included a contingency plan based on 70% student enrollment in the event that funding is lower than expected. The details of the start-up plan activities can be found in **Attachment 30**.

The proposed Superintendent will implement and monitor the start-up plan activities in partnership with the Board Chair. They will meet weekly to discuss progress and brainstorm ways to mitigate challenges. The Superintendent and Board Chair will report to the full board the progress of the start-up plan during monthly board meetings. The Treasurer of the board will lead committee meetings to review financials and report to the board our financial standing each month. Red Brick Academy is currently seeking a board member with expertise in facilities and real estate to lead the efforts of facility procurement. The member will be chosen by March 1, 2021 and lead, in partnership with the Superintendent, the facilities activities outlined in the start-up plan and report progress on goals to the full board during monthly board meetings.

Planning Year Expenses

We anticipate incurring the following personnel, contracted services, school operations, and facility operation and maintenance expenses during the planning year. We will use the $75,000 of unrestricted funds from the Walton Family Foundation grant as capital to purchase items that will be reimbursed by CSP funds several weeks later. We will use the reimbursed funds to make additional purchases throughout the start-up year. We anticipate that the $75,000 will be sufficient capital between reimbursement periods, however, we will utilize short term lines of credits for any delays in reimbursements throughout the planning year.

Personnel: To prepare for a strong launch to the school, we will hire administrative staff to support with academic, operations, school climate and financial readiness. Y0 administrative staff includes 1 Superintendent salary for the full fiscal year; 1 Director of Operations at 0.5 FTE with an expected start date of January 1, 2022; 1 Assistant Principal

of Humanities and 1 Director of Special Education for 2 months 0.167 FTE of work in the months of June and July;

Contracted Services: Allocated $5000 for accounting and $2000 for payroll services provided by our Back-office Provider.

School Operations: Allocated $3,000 for board training and retreat; $26,000 to purchase the furniture for 2 grade levels of classroom; $44,044 for Chromebooks, projectors, document cameras, SchoolRunner a family communication and SEL tracking system , and staff laptops; $540 for training the administrative staff; $10,000 for staff recruitment, $32,400 for student recruitment; and $500 in banking fees.

Facility Operation and Maintenance: All allocations assume use of the facilities in the month of June and July in preparation for the upcoming school year. We allocated $300 in janitorial services; $31,680 in rent, $50,000 for renovations and building code adjustments; $180 in utilities; and $1,000 for internet.

Financial Planning

1. Identify the fiscal year for the **sponsoring entity**.	
July 1-June 30 ☒	September 1-August 31 ☐
2. Identify the fiscal year for the proposed **charter school**.	
July 1-June 30 ☒	September 1-August 31 ☐

Enter narrative response to the prompts in this section of the application. *Reference* ***Attachments 31-36*** *in the response*.

Roles and Responsibilities

The financial team includes the proposed Superintendent, the Treasurer of the Board, the Finance Committee, the Director of Operations, and the Back-Office Provider. The finance team has extensive financial experience regarding financial systems, policies, and processes that result in the successful management of an organization. The proposed Superintendent and Treasurer of the board will oversee all financial responsibilities and utilize a board approved Back-Office Provider such as Region 20 or Charter School Success to assist with preparing financial documents, payroll, and accounting. The Back-Office Provider. will be selected by Sept. 1, 2021 and will be vetted according to their history of successfully serving the financial needs of charter schools.

The proposed Superintendent has a master's in business administration from the Wharton School of The University of Pennsylvania and three years of successfully managing the budget for the charter schools that she led. Under her leadership, the school remained financial stable consistently having a surplus each year. The proposed Superintendent will implement strong accounting, payroll, and financial planning and ensure strong internal controls and financial compliance. We will hire a Director of Operations who will oversee purchasing and work with the Superintendent and Back-Office Provider to ensure estimated and actual costs are in alignment throughout the year and that we maintain a strong set of internal financial controls, including segregation of duties. The Treasurer of the Red Brick Academy board has over 15 years of financial experience and has worked with several fortune 500 companies and helped to complete the accreditation process through the Texas Department of Licensing and Regulations for a barber school in Houston. The Treasurer will be responsible for providing oversight of all financial systems, leading the monthly financial committee board meetings, and delivering financial reports to the board during monthly board meetings. The Finance Committee will be responsible

for initial review of the annual budget and monthly financials, prior to them being presented to the full board for review, discussion, iteration, and approval. The roles of governance and management for school finances are outlined in Table 12.

Table 12 – Distribution of Financial Roles

Category	Board Role	Management Role
Annual Budget	The finance committee will review and provide oversight of the annual budget. The board will adopt the annual budget through a majority vote during a board meeting in February or March of the previous fiscal year.	The Superintendent and Director of Operations will work with the Back-Office Provider to prepare an annual budget that is aligned to programming needs.
Annual Audit	The board will hire the annual auditor and is responsible for responding to findings from the audit and ensuring proper reporting to TEA	The Superintendent and Director of Operations is responsible for working with the auditor and providing any and all necessary documentation for the audit. They are also responsible for responding to audit findings in a timely manner.
Purchases	The board has no role in this process other than reviewing financial statements during finance committee and board meetings and approving single expenses of $5,000 or more.	The Director of Operations is responsible for procuring and tracking purchased goods. All purchases will be approved by the Superintendent to provide an additional layer of oversight.
Payroll	The board has no role in this process other than reviewing financial statements during finance committee and board meetings.	The Superintendent will manage payroll activities in partnership with the Back-Office Provider.
Expense Approval	Following the approval of the annual budget, the board must also approve any single expenses over $5,000 that are not recurring. This would exclude payroll and rent payments, as those are recurring costs, but would include contracts Back Office Provider, Lease	

Systems, Policies, and Processes

The Red Brick Academy team will prepare all financial documents in accordance with Generally Accepted Accounting Principles GAAP . The Red Brick Academy team has prepared a balanced budget for year 0 through year 5 that will ensure the school is financially stable. The Financial Workbook is included in **Attachment 31** based on conservative assumptions explained in the budget narrative in **Attachment 32.** We will use the Enterprise Information System for Texas Schools TxEIS [175] software for finance and human resource data that is compatible with PEIMS and fully compliant with state

[175] https://www.region10.org/programs/txeis-business-system/overview/

and federal mandates to support in our efforts to remain in compliance with all financial reporting.

Financial Transparency

The Red Brick Academy team understands that successfully managing public funds is critical to the operations of our school. This responsibility also comes with the need to be financial transparent to TEA and the public. As such, our budgeting and financial records are available to the public and remain in compliance with TEA financial reporting. Budget discussions, review, and approval will take place during a board meeting which will comply with all open meeting law requirements, including being in a publicly accessible location. Our budget will be presented at minimally two board meetings each year for discussion prior to approval of the budget by board vote during a public meeting. We will also prepare AFR statements each year by ensuring that annual financial statements are audited by a licensed CPA firm, the audit is approved by the board, and the TEA requested audit documents are submitted through the AUDIT and Indirect Costs application in the Texas Education Agency Login TEAL and are submitted using the Charter School Data Template.[176] Any audit findings will be addressed in a timely manner.

Funding and Fundraising

We have a firm commitment of donation from the Walton Family Foundation available through BES in the amount of $75,000. The letter of assurance is included in **Attachment 33**. We anticipate funding from CSP and have incorporated the $900,000 in startup funds into our Y0-Y5 budget. The board will set fundraising goals and oversee fundraising efforts seeking applicable grants and high net worth individuals to donate to our school. Fundraising activities including, but are not limited to, creating virtual fundraising events, time-bound donation campaigns, establish monthly giving programs, and incorporating donation drives for specific causes.

Contracted Services

We partner with external contractors for accounting/audit; legal; food service; payroll services; and speech, occupational therapy, physical therapy, and bilingual services.

Contingency Plans

The start-up plan is a robust guide to ensure that we meet all year 0 targets. However, we understand that there may be unforeseen challenges that we must proactively plan to mitigate. Our primary funding source is student enrollment. As such, we have built a contingency budget based on having 70% of the expected enrollment in Y1. To decrease

[176] https://tea.texas.gov/finance-and-grants/financial-compliance/annual-financial-and-compliance-report

our expenses, we made the following changes to the budget resulting in $1,828,568 in total expenses and $1,965,328 in total revenue and a net operating budget of $136,760.

- Eliminated SEL coordinator role; the Director of Special Education will take on this role for Y1
- Created three cohorts of classes per grade instead of the original four. Doing so eliminates 1 math and 1 ELA teacher per grade resulting in a decrease of 4 teacher positions in Y1
- Eliminated Family Engagement and External Partnership coordinator; the Counselor will take on this role in Y1
- Changed the Office Manager role from 1 FTE to 0.5 FTE. The Director of Operations will take on the other half of the role
- Changed Chromebook to student ratio from 1:1 to 1:2
- Changed all enrollment based operating expenses to reflect the 70% student enrollment.

Table 13 shows the cashflow statement for year 1 displaying when we expected to incur expenses and revenues each month.

Table 13 – Cash Flow Statement Based on 70% enrollment

Total Revenue	**1,965,328.00**												
Total Expenses	**1,828,568.00**												
MONTH	**July**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**April**	**May**	**June**	**Total**
CASH IN PER MONTH	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 1,965,328**
CASH OUT PER MONTH													
Total Personnel, Tax and Benefits Expense	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	**1,243,592**
Contracted Expense													-
Audit	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	10,000	**10,000**
Legal	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**10,000**
Food Service/School Lunch	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	**25,000**
Payroll Services	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**60,000**
Special Ed Services	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	**24,000**
School Operations													-
Board Expense	$500	$3,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	1200	**4,700**
Classroom/Teaching Supplies and Mater	$5,750	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	**8,500**
Special ED Supplies and Materials	$3,750	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	**5,400**
Textbooks/Workbooks	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$15,200	**15,200**
Supplies and Materials Other	$5,600	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	**7,800**
Equipment/Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$20,000	$0	**20,000**
Telephone	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	**2,400**
Technology	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	52298	$0	**52,298**
Student Testing and Assessment	$2,600	$0	$0	$0	$0	$2,600	$0	$0	$0	$0	$0	$2,600	**7,800**
Field Trips	$0	$0	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	**12,000**
Transportation student	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**10,000**
Office Expense	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	**4,320**
Staff Development	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	**5,100**
Staff Recruitment	$0	$0	$0	$0	$688	$688	$688	$688	$688	$688	$688	$688	**5,500**
Student Recruitment/Marketing	$0	$0	$0	$0	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	**16,200**
School Meals/Lunch	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	**11,231**
Banking Fees	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	**2,000**
Facility Operation and Maintenance													-
Insurance	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	**20,000**
Janitorial Services	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	**2,246**
Building and Land Rent/Lease	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	**190,080**
Repairs and Maintenance	$909	$909	$909	$909	$909	$909	$909	$909	$909	$909	$909	$10,000	**20,000**
Security Services	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	**12,000**
Utilities	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	**15,200**
Internet	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	**6,000**
Total Expense													
Total Cash Out per month	**$156,040**	**$141,440**	**$139,640**	**$139,640**	**$142,352**	**$144,952**	**$142,352**	**$142,352**	**$142,352**	**$142,352**	**$214,650**	**$180,443**	**1,828,567**

CASH FLOW SUMMARY												
Total Cash In	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**
Total Cash Out	**$156,040**	**$141,440**	**$139,640**	**$139,640**	**$142,352**	**$144,952**	**$142,352**	**$142,352**	**$142,352**	**$142,352**	**$214,650**	**$180,443**
SURPLUS (DEFICIT)	$ 7,737	$ 30,075	$ 54,212	$ 78,350	$ 99,775	$ 118,600	$ 140,025	$ 161,450	$ 182,875	$ 204,300	$ 153,427	$ 136,761

Red Brick Academy is less than one year old with no financial activity to date. **Attachment 34** includes an Audit Report with zero balances for all activities. No documents are being provided for **Attachment 35** because "…the sponsoring entity was incorporated after January 1, 2019" per the guidance included in the Generation 26 response packet. For **Attachment 36**, there are no 900, 990-N, or 990-EZ IRS forms because Red Brick Academy Inc is less than one year old with no financial activity to date.

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 20, 2021.**

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Red Brick Academy Inc.
File Number: 803880420

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: 12/30/2020

Effective: 12/30/2020

Ruth R. Hughs
Secretary of State

Come visit us on the internet at https://www.sos.texas.gov/
Phone: (512) 463-5555 Fax: (512) 463-5709 Dial: 7-1-1 for Relay Services
Prepared by: Angie Gardner TID: 10306 Document: 1016945980002

FILED
In the Office of the
Secretary of State of Texas
DEC 30 2020
Corporations Section

CERTIFICATE OF FORMATION
OF
RED BRICK ACADEMY INC.

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

ARTICLE I

The name of the corporation is Red Brick Academy Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 5702 Arabelle Lake Str., Houston, Texas 77007 and the name of its registered agent at such address is Brittney Jean-Louis.

ARTICLE III

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

Sydney Scott
5702 Arabelle Lake Str.
Houston, Texas 77007

Crystal McKinney
5702 Arabelle Lake Str.
Houston, Texas 77007

James P. Stancil II
5702 Arabelle Lake Str.
Houston, Texas 77007

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

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

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exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to provide high-quality educational experiences for public school students.

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

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

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

ARTICLE VI

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

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

ARTICLE VII

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

ARTICLE VIII

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

ARTICLE IX

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

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation may indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving in good faith at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

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

ARTICLE XII

The name and address of the organizer is Brittney Jean-Louis, 5702 Arabelle Lake Str., Houston, Texas 77007.

Dated: 12/29/2020

Red Brick Academy Inc.

By: Brittney Jean-Louis
Brittney Jean-Louis, Organizer

BYLAWS
OF
RED BRICK ACADEMY, INC.

WHEREAS, the initial Board of Directors of Red Brick Academy, Inc. (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c (3 as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Red Brick Academy, Inc."

1.02 OFFICE: The principal office of the Corporation will be located at 5702 Arabelle Lake Str., Houston, Texas 77007.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

a Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

c Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and he notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

a Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

c Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS
NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four 24) hours in advance to every director at his/her address email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action By Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth 10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise

provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

a Amendment of a certificate of formation [or articles of incorporation];
b) Voluntary winding up under Chapter 11;
c A revocation of a voluntary decision to wind up under Chapter 11;
d) A cancellation of an event requiring winding up under Chapter 11;
e A reinstatement under Section 11.202;
f A distribution plan under Section 22.305;
g) A plan of merger under Subchapter F;
h) A sale of all or substantially all of the assets of the Corporation;

(i A plan of conversion under Subchapter F; or
j A plan of exchange under Subchapter F

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert s Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE
DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3 consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three 3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3 majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein. Notwithstanding the foregoing, the three founding directors will draw lots to determine which of the three directors will serve an initial five-year term, four-year term, and three-year term.

3.05 VACANCY: The Board of Directors will vote to appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS: The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

a Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
b) Final authority to adopt or amend the budget of the charter holder or the charter school;
c Final authority to authorize the expenditure or obligation of state funds or the use of public property;
d) Final authority to direct the disposition or safekeeping of public records;
e Final authority to adopt policies governing charter school operations;
f Final authority to approve audit reports; and
g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FOUR
OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 ELECTION: The officers of the Corporation will be elected each year by the Board of Directors at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE
COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished, or any committee member removed for any reason and at any time by the Board of Directors.

5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's

presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed

amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

a The assets and liabilities of the Corporation as of the end of the fiscal year.

b) The principal changes in assets and liabilities during the fiscal year;

c The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.

d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

e The substantial activities and projects begun, in progress, and completed during the Fiscal year.

f Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated ____12/21_____, 2020, pursuant to the BOC.

RED BRICK ACADEMY, INC.
CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect Red Brick Academy, Inc. s the "Organization" interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

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

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

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
d. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of
interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

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

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

Article V

Compensation

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

Article VI

Annual Statements

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

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

Article VII

Periodic Reviews

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

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

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

As approved by Unanimous Written Consent of the Board of Directors dated ___December 29_____, 2020, pursuant to the BOC.

RED BRICK ACADEMY, INC.

By: Brittney Jean-Louis

Brittney Jean-Louis, Organizer

DocuSign Envelope ID: B388D341-9D4B-4762-957A-58AD3DC1A923

BOARD RESOLUTION
OF
RED BRICK ACADEMY, INC.

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of Red Brick Academy, Inc.," are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Red Brick Academy, Inc., Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF RED BRICK ACADEMY, INC., AT A LAWFULLY CALLED MEETING OF THE BOARD, HELD IN COMPLIANCE WITH THE TEXAS OPEN MEETINGS ACT, ON THE 21 **DAY OF** December **2020.**

[Directors' Signature Page Follows]

DocuSign Envelope ID: B388D341-9D4B-4762-957A-58AD3DC1A923

RED BRICK ACADEMY, INC.

DocuSigned by:
Sydney Scott
2CBF56A259FB44E...

Sydney Scott, Director

DocuSigned by:
Crystal McKinney
9A690466BB1F40F...

Crystal McKinney, Director

DocuSigned by:
James Paul Stancil II
54143703E5D5457...

James P. Stancil II, Director

REQUEST FOR EXPEDITED SERVICE

This is a request for expedited processing of Form 1023 for Red Brick Academy, Inc. I believe there is a compelling reason to expedite because the Corporation must meet a April 8, 2021 deadline set by the Texas Education Agency ("TEA") to have received and submitted a determination letter in connection with its State of Texas Generation 26 open enrollment charter application. This deadline must be met in order to receive federal and state grants necessary to open and operate a Texas Open-Enrollment Charter School in the fall of 2022. These federal and state grant funds for operations of the entity are dependent on a timely determination received from the IRS. Only qualified 501(c)(3) entities may receive a charter, and state law requires a determination letter from the IRS as stated above. The State of Texas has significant regulatory authority over charter schools and charter holders, unlike other states, and tightly oversees all aspects of their operations. If a determination letter is not received and expedite is not granted, Red Brick Academy, Inc. will lose out not only on state funding, but will lose the significant grants, described below, that are contingent on it being awarded a Generation 26 charter this application cycle.

The purpose of Red Brick Academy is to own and operate an open-enrollment charter school. As an Open-Enrollment Charter School, Red Brick Academy will be a public school of choice using innovative and focused efforts to improve student learning, increase the choice of learning opportunities within the community, create professional opportunities that will attract new teachers to the community, and encourage and facilitate development of different and innovative learning methods within the Texas Public School System. It is in the best interest of the public that Red Brick Academy receive an expedited determination.

Thank you for your consideration in this matter.

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 20, 2021.**

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 **April 8, 2021**, 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.

We anticipate a Letter of Determination by the April 8th deadline. In the meantime, we have provided a copy of the email confirmation that IRS Form 1023 was filed.

An official email of the United States government

Pay.gov

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 26QTQN85
Agency Tracking ID: 76065902082
Transaction Type: Sale
Transaction Date: 01/08/2021 11:38:39 AM EST
Account Holder Name: Tina Ashmore
Transaction Amount: $600.00
Card Type: AmericanExpress
Card Number: **********2077

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.

Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received via email for completing an Applicant Information Session attended in October or November 2020. Applicants must also complete all of the Mandatory Application Information Session Presentations found on the Subchapter D New Operator Application page and provide the *Certificate of Review Documents*.[1]

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 30, 2020 and November 6, 2020. 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. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

[1] https://tea.sharefile.com/d-sbbf281662674f0a9

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received via email for completing an Applicant Information Session attended in October or November 2020. Applicants must also complete all of the Mandatory Application Information Session Presentations found on the Subchapter D New Operator Application page and provide the *Certificate of Review Documents*.[1]

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[1] https://tea.sharefile.com/d-sbbf281662674f0a9

Gmail

Brittney Jean-Louis <brittney.jeanlouis.11@gmail.com>

TEA Generation 26 Charter Application Information: Confirmation of Attendance

2 messages

CharterApplication <CharterApplication@tea.texas.gov> Fri, Nov 13, 2020 at 2:49 PM
To: CharterApplication <CharterApplication@tea.texas.gov>
Cc: "Garland, John" <John.Garland@tea.texas.gov>

Hello,

This email is an official **Confirmation of Attendance** for the Generation 26 Application Information Session held on October 30, 2020. New Operators and Experienced Operators must print this email and include as Attachment 3: Applicant Information Session Documentation. Subchapter E applicants must print this email and include as Attachment 1. This email will fulfill the attendance requirement for your application submission. The printed copy that you submit must show both sender and recipient email addresses. We have attached an example to illustrate this submission requirement.

Please note, your application only requires one copy of this confirmation.

Sincerest Regards,

New Schools Team

Division of Charter School Authorizing and Administration

(512) 463-9575

charterapplication@tea.texas.gov

TEA Charter School Webpage

TEA Texas Education Agency

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Red Brick Academy Inc

SPONSORING ENTITY (NAME)

HAS REVIEWED
SELECTED LEGAL TOPICS.PPT

12/01/2020

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Red Brick Academy Inc

SPONSORING ENTITY (NAME)

HAS REVIEWED
CURRICULUM OVERVIEW.PPT

12/01/2020

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Red Brick Academy Inc

SPONSORING ENTITY (NAME)

HAS REVIEWED

SPECIAL EDUCATION.PPT

12/01/2020

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Red Brick Academy Inc

SPONSORING ENTITY (NAME)

HAS REVIEWED

ENGLISH LEARNERS OVERVIEW.PPT

12/01/2020

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Red Brick Academy Inc

SPONSORING ENTITY (NAME)

HAS REVIEWED

STATE ACCOUNTABILITY OVERVIEW.PPT

12/01/2020

(DATE)

CURED DURING REMEDY PERIOD

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Red Brick Academy Inc

SPONSORING ENTITY (NAME)

HAS REVIEWED

FINANCIAL ACCOUNTABILITY OVERVIEW.PPT

12/01/2020

(DATE)

CURED DURING REMEDY PERIOD

[redacted] Brittney Jean-Louis[redacted]

[redacted] Generation 26 Charter Application Information: Confirmation of Attendance

2 messages

CharterApplication <CharterApplication@tea.texas.gov> Fri, Nov 13, 2020 at 2:49 PM
To: CharterApplication <CharterApplication@tea.texas.gov>
Cc: "Garland, John" <John.Garland@tea.texas.gov>

Hello,

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Please note, your application only requires one copy of this confirmation.

Sincerest Regards,

New Schools Team

Division of Charter School Authorizing and Administration

(512) 463-9575

charterapplication@tea.texas.gov

TEA Charter School Webpage

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 required 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.

Community Engagement and Demand Summary

We have engaged with over 350 Houston stakeholders including organizational/business leaders, students, families, and educators to gain an understanding of the educational, political, and social dynamics in the North Houston community. From conversations with organizational leaders, we gathered that many children of color attend low-performing schools by design. Strategic zoning has left them with neighborhood schools that do not successfully prepare them for academic success. There are a few schools sprinkled throughout the neighborhood that are highly sought after, but there are not enough openings for every child whose family wants them to attend these schools. They also spoke about the need for schools to use resources in the community to help students and families. The families whom we connected with are most excited about a school that prepares their children to go to college. The majority were also in favor of key design elements such as: longer school days and school calendar, uniforms, and firm yet supportive discipline structures. Educators in our input meetings highlighted the importance of having intervention structures, especially given the challenges of COVID-19, for struggling learners, opportunities for students to build relationships across lines of difference, a supporting school administration, and strong professional development supports that ensure staff members have the skills to implement the school programs in high quality. We collected over 60 surveys from middle school students. The surveys highlighted that they think good teachers, a respectful community, and fun events make a great school. Sixty percent of students reported that they strongly believe that they learn more when their work is challenging. Surprisingly, more than half of the students were in favor of longer school days and school calendar because it gave them more time with their friends and opportunities for tutoring and clubs after school. However, the majority (61%) was strongly against uniforms even though parents/guardians where highly in favor of uniforms.

The information that we gathered from Houston stakeholders were incorporated into our school design including: adding additional time in the school day and school calendar, robust academic and socioemotional interventions for struggling students, intensive teacher development structures, regular joy events, a challenging curriculum, and strategic community partners to support our families and students.

Evidence of Support: Advertising Content

1) School Flyer

Red Brick Academy

Red Brick Academy is a proposed 5th- 12th grade school in Houston, TX

Mission And Beliefs

Red Brick Academy ensures that all scholars receive an equitable educational experience in an inclusive environment that prepares all scholars to succeed in college and the future of their choosing.

College Preparatory Curriculum

Strong Family Partnership

High Quality Teachers

Social and Emotional Skills Development

Join Us!

Spread the word! We are looking for community members to join our team and provide input about our school design. Call, email, or visit our website. We want to hear from you!

Meet the Founder and Superintendent

Brittney Jean-Louis is a Texas native with a decade of K-12 experience. As a teacher and school principal, she has led her students to exceptional educational outcomes. Her personal mission is to ensure that all students have great schools in their home neighborhoods. Mrs. Jean-Louis holds a BA from Dartmouth College, an MA in effective teaching from the Sposato Graduate School, and a MBA from the Wharton School.

(832) 409-4066 info@redbrickacademy.org www.redbrickacademy.org

2) Input Meeting Advertisement – Houston Chronicle

Public Meeting for A Proposed Charter School, Red Brick Academy!

We welcome **all community members, students, families, and elected officials** to attend input meetings about the school design at **Red Brick Academy!** The meetings are virtual, FREE, and open to the public!

To register, go to our Facebook page at the following link: https://www.facebook.com/Red-Brick-Academy-105099968078568

After you register, you will receive a Zoom link for the meeting.

Session 1: Ideal School Design

- Date: January 5, 2021
- Time: 5 – 6pm CST

Session 2: Experiences of Children of Color in Public Schools

- Date: January 7, 2021
- Time: 5 – 6pm CST

Session 3: Positive Parent and School Relationships

- Date: January 13, 2021
- Time: 11:30am – 12:30pm

Remember, register at the above Facebook link to receive the Zoom link for each meeting! We look forward to hearing from you!

REDBRICK
ACADEMY

Red Brick Academy is a proposed tuition free charter school serving grades 5 – 8 with a mission to provide all students with an equitable educational experience in an inclusive environment that prepares them to succeed in college and the life of their choosing.

ı ence of Support: Community and Student Surveys

1) Community Survey & Sample

Community Survey

We believe that no school should open without community support to ensure it is in alignment with the values, needs, and desires of the neighborhood where it is located. Thank you for taking this survey to provide your input.

Red Brick Academy ensures that all scholars receive an equitable educational experience in an inclusive environment that prepares them to thrive in college and the life of their choosing. We will realize our mission through the relentless implementation of college preparatory curriculum, strong family partnerships, social and emotional learning programs, data-driven decisions, and high-quality teachers.

We will open in grades 5 and 6 in the fall of 2022. We will add a grade each year until we serve students in grades 5 through 8 by the fall of 2024.

Last Name *

[redacted]

First Name *

[redacted]

Email Address *

[redacted]

Zip Code *

[redacted]

Please check all statements that best describe you. *

[redacted]

- [redacted]Parent of a K-12 student
- School Leader/Teacher
- Community Business Owner
- Religious Clergy
- Elected Official
- Community Member
- Supporter
- Other: [redacted]

I believe that all students should receive support in self-management and building positive interactions with others. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I believe that even if students are academically behind, they should be given an education that challenges them intellectually. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I prefer a school with an extended school day (e.g. 7:45am - 4:00pm) *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I prefer a school with an extended school year (e.g. 190+ days) instead of 180 days of school. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I support a school that uses a non-punitive and proactive approach to behavior management. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I support a school that uses teaching methodologies to target the language acquisition of English Language Learners. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I support a school that meetings the needs of it's Special Education population in an inclusive environment. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

It is important to me that a school in my community cultivates safe and nurturing learning environment. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I believe a school in my community should promote college primarily. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I support a school dress code that includes uniforms. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I believe that parents should be allowed to play active roles (PTA, fundraising, etc.) in their child's school. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

What additional school features are important to you?

[redacted].

Are you the guardian or family member of a school-aged child living in Houston, TX? *

[redacted]yes

[redacted]no

Would you like to be included in the Red Brick Academy newsletters to stay up to date on the progress of the school? *

- ◉ yes
- ○ no thank you

Would you be interested in attending round table sessions to share your thoughts on our school design? (Sessions will be virtual) *

- (●) yes
- ( ) no thank you

Additional Comments (optional)

[redacted]

This form was created inside of BES.

Google Forms

ence of Support: Community and Student Surveys

2) Student Survey & Sample

Student Survey -- Your Ideal School

We would love to hear from you about your ideal school! Please answer the following questions and be as open and honest as possible :)

Last Name *

[redacted]

First Name *

[redacted]

Grade Level *

[redacted]

5

6

7

8

For each statement, record a number that shows how much you disagree or agree with the statement.

I like to get help from my teachers about managing my emotions and social things that come up with peers *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I learn more when the work is challenging. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I am okay with staying at school longer than other schools if it means that I get more time to learn academics and do clubs with my friends. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I would be excited about going on a field trip every month. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

I think schools should have a uniform. *

	1	2	3	4	5	
Strongly Disagree	◉	○	○	○	○	Strongly Agree

What do you think should happen when a student misbehaves? *

they might get a phone call home and dentention

What do you think makes a school great? *

all the teachers and classmates

Describe the best teachers that you've had. What made them so great? *

[redacted]

Describe the best day that you had at school. What made the day so great? *

[redacted]

Is there anything else you'd like to share? (optional)

nope

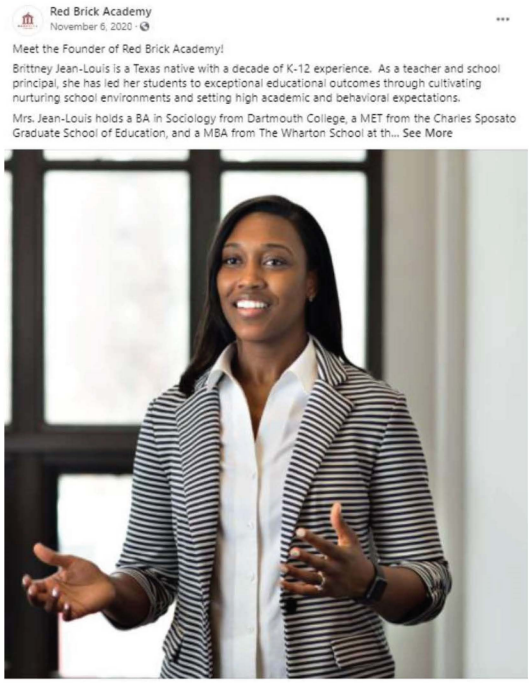
This form was created inside of BES.

Evidence of Support: Social Media Campaign

1) Facebook Live Events – Red Brick Academy partnered with Families Empowered, an organization who's mission is to connect families to high performing schools, for a Facebook Live event. The proposed Superintendent, Brittney Jean-Louis, and Families Empowered representative, Ayla Dehghanpoor, began the event with a Q&A session and then allowed live viewers to answer questions in the chat. 79 live viewers logged in during the event. As of January, 17, 2021, the video had 966 views.

Live Q&A with Red Brick Academy
Join us to chat with the founder of Red Brick Academy!
Families Empowered
966 Views · Was Live

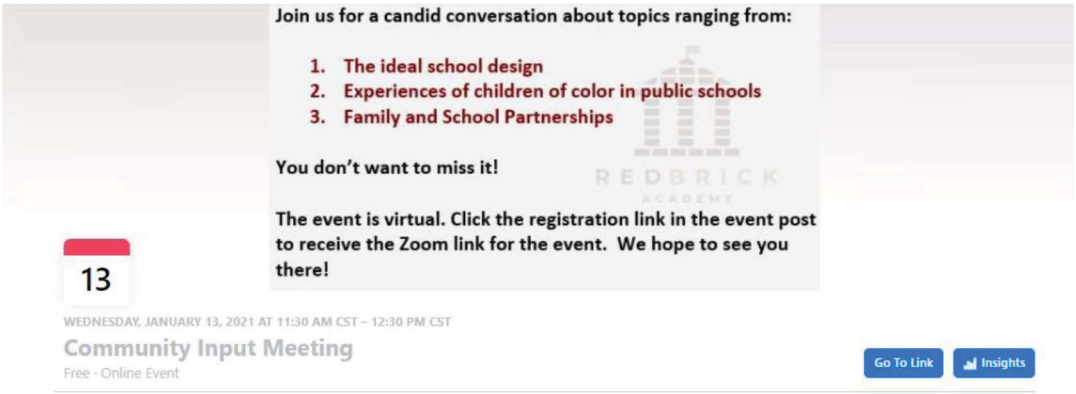
2) Sample Facebook Posts



Evidence of Support: Additional Documentation of Support

1) Input Meeting Summary

We held four input meetings with educators, families, and community members who were interested in the schooling options in their neighborhoods. Our goal was to build relationships with community members and gather feedback about our school design. As stated above, these conversations heavily influenced our school design. Below is a screenshot of a posting from our Facebook Page and an email sent to targeted community members.



Red Brick Academy Input Meeting
10 messages

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Mon, Jan 11, 2021 at 11:03 AM

[redacted]

Good morning from Red Brick Academy!

This Wednesday, we will have our **final input meeting** about our school design before we formally submit our charter application later this month. We rely on engaged community members like you to help us implement programs that meet the needs and desires of our future students and families. We have already received an immense amount of feedback that has shaped our programming, and we can't wait to hear more!

Meeting Details
This Wednesday, 1/13, we will meet virtually via Zoom from 11:30am to 12:30pm to discuss topics including: ideal school designs, experiences of students of color in school, and family and school partnerships. We'd love to have you attend to share your perspectives and opinions!

Register for free using this link: https://bes.zoom.us/meeting/register/tJEkfuyoqTkvHNamMLp1ClNn9ThpYDtxMhOl

After you register, you will receive an email with the Zoom link for the event.

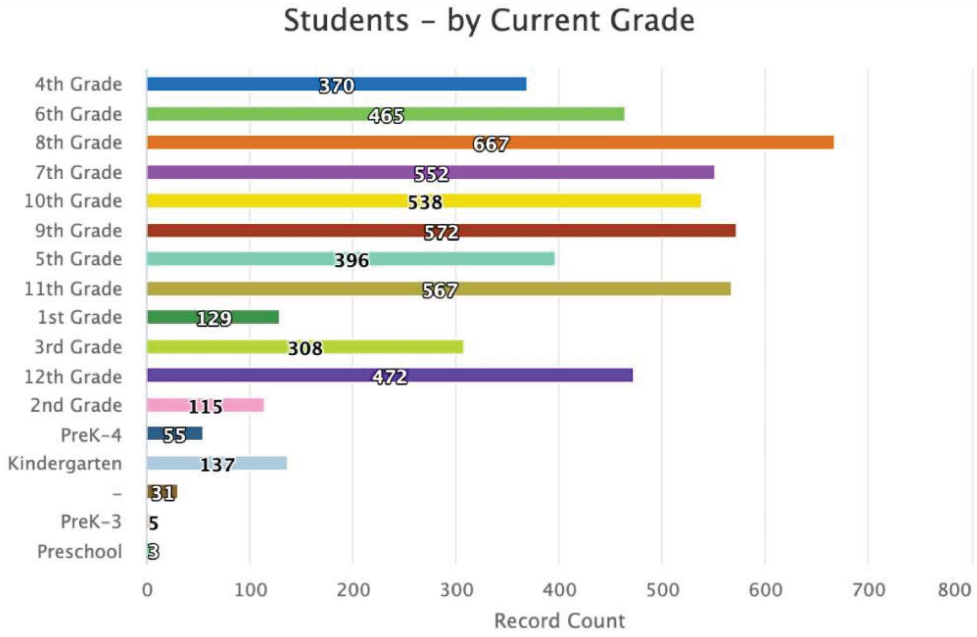
Thank you for supporting our school! We hope to see you on Wednesday! Also, if you haven't already, please sign our 2 minute petition of support and follow us on Facebook!

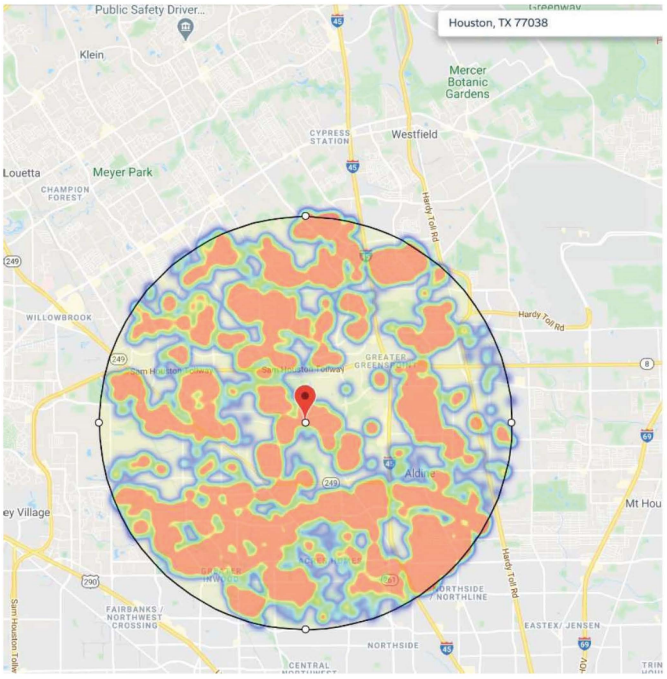
Sincerely,
Brittney

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

2) Heat Maps from Families Empowered

Families Empowered has a large database of families who are seeking high quality school options. They provided us with the demand maps below showing the number of families who are currently looking for better/different schooling options for their children. We used this data to identify our target zip code and provide us with an additional data point about the areas in Houston with the highest need/demand. Notably, middle and high school families had the highest demand.





Public Meeting Agenda and Protocol

In addition to our input meetings, we conducted a formal public hearing to gather community input about our school design and used the following agenda and questioning script.

1) Meeting Agenda

- Welcome
- Introduction of Board Members and Proposed Superintendent
- Our mission, beliefs, and 5 pillars for success
- Key Educational Programs (SEL, math and ELA intensive support)
- Target Zip Code
- Community Input Questions
- How can you support?
- Questions and Answers
- Dismissal

2) Public Meeting Questioning Protocol

The Proposed Superintendent asked the following questions for community input. Participants recorded their answers in the Zoom chat or unmute themselves to share their thoughts verbally. One of the Spanish speaking board members translated for any participant who preferred to speak in Spanish.

School Design

- If you could design your ideal school, what would it look, sound, and feel like?
- How important do you think it is to have the following:
  - counseling available for all students?
  - A longer school day and school year?
  - Direct teaching of ways to positively interact with yourself and others?
  - Teachers that know their content well and can create a nurturing environment?
  - Regular communication home with families?

Experiences of Children of Color in Public Schools

- As a person of color, what have been your experiences for yourself or other children of color in the k -12 public school system?
- What structures do you think need to be in place to support this demographic, specifically?

Family and School Partnerships

- What have your experiences been with engaging with school staff in the past? What was great and what would you like to change? What family programs would you like to see at the school?

Letters of Support

Name	Affiliation/Organization
[redacted]	Houston Parent
Kelli Betner	Director of Communications for Smyser, Kaplan & Veselka, LLP
[redacted]	Houston Parent
Noor Iqbal	Director of Analytics at The City Fund
[redacted]	Houston Parent
Martin Gatens	Concerned Community Member
[redacted]	Parent and longtime resident of Houston
Sabrina Jiwani	Attorney at BakerHosteler, LLP
Daniella Martinez Norman	Attorney at BakerHosteler, LLP
David Mena	Software Engineer at Capital One Financial
Mr. Quinten D. Ray	Small business owner
Steven Shannon	Principal at Shannon Property Management
Tonya Stancil	Vice President of Marketing and Communications at Intellect U Well Inc.
Ann Star	Chief Program Officer at Families Empowered
Jenera Thierry	Concerned Community Member
Luke VanDeWalle	BES
Justin Washington	Partner at Cosmetic Dentistry of Texas

January 13, 2021
Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

I am very pleased to write this letter of support for Red Brick Academy, a proposed charter school serving grades 5 – 8 for families in Houston, led by Brittney Jean-Louis.

As [redacted] am aware of the urgent need for high-quality schools for families in the Houston area. It took about [redacted] school applications and several interviews for me to secure a high-quality school for [redacted]. I strongly believe every child deserves excellent education to prepare them to fulfil their dreams, which is one of the aspirations of Red Brick Academy Charter School. I attended [redacted] and I know how passionate she is about education and its role in the society.

Red Brick's Academy's mission to provide all scholars with an equitable educational experience in an inclusive environment that prepares them to succeed in college and the future of their choosing would add value to Houston area. Through implementation of its 5 key school design elements, it would give every child what they need to thrive.

I recommend Red Brick Academy without reservation and truly believe that authorizing this school will provide students and their families in Houston the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me at [redacted] or [redacted]

[redacted]

S | K | V

SMYSER KAPLAN & VESELKA, L.L.P.

717 TEXAS AVENUE · SUITE 2800 · HOUSTON, TEXAS 77002-2761
TELEPHONE 713.221.2300 · WWW.SKV.COM

Direct Dial Number:
(713) 221-2388

Author's E-mail Address:
[redacted]

January 16, 2021

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

Dear Commissioner Morath:

I write to recommend Red Brick Academy for authorization as a charter school serving grades 5 through 8 in Houston, Texas.

I am Director of Communications for Houston-based litigation boutique Smyser, Kaplan & Veselka, L.L.P. Prior to my career at SKV, I served as a Psychological Operations Specialist and Paratrooper in the United States Army, Special Operations Command. From 2010 to 2011, I was stationed in Bagram in the Parwan Province of Afghanistan. I enlisted in the Army straight out of high school. Many of the people I met in the Army—including my husband—had done the same. With the help of the GI Bill, I obtained both college and graduate degrees.

Given my military experience, I am particularly impressed by Red Brick Academy's commitment to preparing all students for college, while also educating them on alternative plans for a successful future, such as military service. I value the importance of high-quality, free education options, especially for students from underserved communities, such as the students Red Brick Academy will serve. I also believe that Red Brick Academy, with its strong emphasis on an inclusive and equitable college preparatory curriculum that promotes problem solving and critical thinking skills, will fill an important need in this community.

I recommend Red Brick Academy without reservation and believe that authorizing this school will provide Houston-area students and their families the high-quality education they need and deserve.

Sincerely,

Kelli Betner

January 15th, 2021

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

Dear Commissioner Morath,

I am writing to add my support to the Red Brick Academy charter school that Brittany Jean-Louis has proposed to open here in Houston, Texas.

[redacted] This school is something that Houston needs. Having parents and educators who care makes such a difference and all our kids in Houston deserve the access to high quality teachers that Red Brick Academy will provide. I know firsthand from my own children how much that makes a difference in how kids apply themselves and even what they aspire to.

I am also writing as someone who had the chance to get to know [redacted] I have seen firsthand how she can lead a team, how she thrived overcoming new and difficult subjects as we all worked through the curriculum in business school, and how she can pull everyone together. I think we are lucky to have Brittany join the education community in Houston and propose this charter school. We need more schools like Red Brick Academy that can be leaders in preparing kids for college, using data to drive decision making, and partnering with the parents to improve their kid's outcomes. We need our kids to have role models from Texas who can continue to show them that all the problems and challenges of tomorrow can be overcome. And we need more leaders like Brittany ensuring that our kids have the emotional and social skills to make good decisions when we as parents are not around.

I think that this effort will continue to help the students and families in Houston get access to a great education and future. I support without any hesitation or reservation. Please reach out to me if you ever have any questions at [redacted]

Kind Regards,

[redacted]

January 12, 2021

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

Dear Commissioner Morath:

I humbly write this letter of support on behalf of Red Brick Academy Charter School, Houston, Texas.

I've not yet met Brittney Jean-Louis who will serve as Superintendent of the school but I have reviewed her website on the Red Brick Academy and I also know one of her Founding Board Members, Marshette Turner very well.

[redacted]I were quite impressed with the plan and purpose of Red Brick Academy after speaking with Marshette and viewing the site. I implore you to authorize this charter school for the good of the neighborhood and the community at large. This charter school with have great impact on the families it serves as well as neighboring schools.

The need for Red Brick Academy far outweighs any other obstacles so I'm writing this letter with great expectation and anticipation. The goals that this charter school has laid out are commendable. As a parent I'm thrilled with the "inclusive environment", "future of their choosing" and "success in college" pillars they've outlined.

I highly recommend Red Brick Academy to be authorized as a charter school in Houston, Texas.

Thank you,

[redacted]

January 14, 2021

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

Commissioner Morath:

It is my pleasure to submit this letter in support of the authorization of Red Brick Academy in Houston, Texas. Under the measured leadership of Brittney Jean-Louis, I am confident that Red Brick Academy will further both Houston's and Texas's goals of providing students with the exceptional educational experiences they deserve.

As a Houston attorney and fortunate beneficiary of a college preparatory education, I am deeply aware of the advantages that excellent teachers and rigorous curricula afford the students who are lucky enough to find them. Too often, however, these advantages are hidden behind the immense paywall of private education, leaving many parents unable to balance their financial responsibilities with the natural desire to help their children succeed. Parents should have the choice to trust Brittney's educational philosophy, and students should have the opportunity to benefit from it. Though I support charter schools, in general, for this very reason, I believe Red Brick Academy brings three very important characteristics to the table and are worthy of note.

First, Red Brick Academy targets the most important demographic in educational development: middle schoolers, grades 5-to-8. Though I am no educational psychologist, it is clear from my own experience that these years either make or break a student. By focusing on this demographic, I believe Brittney and Red Brick Academy have the greatest chance at impacting the greatest number of students and creating exceptional outcomes for Houston students.

Second, Red Brick Academy is committed to engaging parents in the education of their children. Most schools fail on this front as a matter of course, taking the traditionally authoritarian approach to the teacher-student relationship. As a matter of social policy, schools ought to be planning and sharing their students' success *with* those students' parents.

Finally, Brittney has placed Red Brick Academy ahead of the curve by embracing SEL as a natural element of the classroom. There is perhaps no more important education than that which promotes social- and self-awareness, setting students on the path to being good decision-makers and responsible members of the Houston community. Again, parents and students ought to have the choice to embrace this philosophy.

It is my unreserved recommendation that Red Brick Academy be authorized. Please feel free to contact me regarding this recommendation at 214) 707-7246 or [redacted]

Sincerely,

MJ Gatens

Martin J. Gatens, J.D.

January 15, 2021

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

Dear Commissioner Morath,

I am writing to show my support for Red Brick Academy, a proposed charter serving grades 5-8 for families in Houston, led by Brittney Jean-Louis.

[redacted] I believe there is a great need in Houston's educational system. Red Brick Academy will help fill that need and make great progress for the community of Houston.

Through Brittney's extensive experience in education and deep network, I believe she will be able to attract high-quality teachers and provide a strong curriculum f[redacted] I had the pleasure to witness Brittney's passion and drive for this field. As a [redacted] I believe that the educational system has been long been fraught with unequal opportunity for our children. I believe there needs to be continued change where children can access high-quality education, regardless of their social-economic status, and prepare them for college and the life ahead.

I recommend Red Brick Academy and truly believe that authorizing this school will provide students and their families in Houston, If you have any questions or concerns, please do not hesitate to contact me at [redacted]

Thank you for your time and consideration.

[redacted]

January 11, 2021
Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

I am pleased to submit this letter of support for Red Brick Academy, a proposed public charter school serving grades 5 - 8 in Houston, led by Brittney Jean-Louis.

As a Houston resident, education advocate, and alumna of the Harris County Leadership ISD fellowship, I am aware of the urgent need for high-quality public schools for families in the Houston area. Red Brick Academy will provide a much-needed, high-quality middle school option in the Acres Homes neighborhood.

Ms. Jean-Louis has a clear and innovative vision for this school that centers on five key principles:

- College preparatory curriculum that promotes deep understanding, problem solving, and critical thinking skills
- High quality teachers who know how to cultivate nurturing environments and drive exceptional student outcomes
- Strong family partnerships to facilitate regular communication, input, and collaboration through a variety of intentional interactions
- Social and emotional learning programs for all scholars to help them learn about and manage themselves, make good decisions, and cultivate positive relationships with others
- Robust, data-driven systems to track academic and social progress, keep families informed, and develop targeted interventions and enrichment opportunities

Ms. Jean-Louis has a track record of success as a teacher, a school leader, and a network leader across multiple, high-quality schools across the country. She has seen excellence at all levels of teaching and school management, and I believe these experiences make her an exceptional candidate to launch a school in Houston.

I recommend Red Brick Academy without reservation. If you have any questions or concerns, please do not hesitate to contact me at 240-506-8169 or [redacted]

Sincerely,

Noor Iqbal
Director of Analytics, The City Fund

January 16, 2021

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

Dear Commissioner Morath:

I write to recommend Red Brick Academy for authorization as a charter school serving grades 5 through 8 in Houston, Texas.

I am an attorney with the Houston office of the law firm of BakerHostetler, LLP. As a native Houstonian, I am well aware of the need this community has for high-quality, free education. I am particularly impressed with Red Brick Academy's design elements, including its focus on providing students with a college preparatory curriculum that promotes problem solving and critical thinking, developing and nurturing strong family partnerships, and data-driven decision-making.

I recommend Red Brick Academy without reservation and believe that authorizing this school will provide Houston-area students and their families the high-quality education they need and deserve.

Sincerely,

Sabrina Jiwani

Dear Commissioner Morath:

I am writing this letter in support for the Red Brick Academy, a proposed charter school serving grades 5-8, led by Brittney Jean-Louis.

As a native Houstonian, as someone who attended Elementary, Middle School and High School (Class of 2016) within HISD, I'm aware of the urgent need for high quality Middle Schools in the Houston Area, especially in certain communities and zip codes.

Following the charter school model, Red Brick Academy can provide parents and students from all neighborhoods a much-needed, high-quality option for middle school. I was particularly impressed with Red Brick Academy's five key design elements; college preparatory, strong family partnership and involvement, social and emotional learning programs, a focus on high quality teachers, and data driven decision.

Me and Mrs.Jean-Louis share an alma mater, but also share struggles in our upbringing and have first hand experience with the educational inequalities that plague low-income neighborhoods. I was fortunate enough to escape my circumstances greatly in part by attending a small charter high school (The Houston Academy for International Studies) with a similar vision as Red Brick Academy that allowed me to unlock my full potential. I believe that Red Brick Academy can provide that same opportunity to many kids at the middle school level.

With Brittney Jean-Louis leding Red Brick Academy it is without reservation and why I truly believe that authorizing this school will provide students and their families in the Houston area the high-quality education they deserve.

Sincerely,

David Mena
Software Engineer, Capital One Financial
[redacted]
832-475-6512

January 16, 2021

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

Dear Commissioner Morath:

I write to recommend Red Brick Academy for authorization as a charter school serving grades 5 through 8 in Houston, Texas.

I am an attorney with the Houston office of the law firm of BakerHostetler, LLP. Prior to my career at BakerHostetler, I served as a judicial law clerk for the Honorable Rolando Olvera in Brownsville, Texas along the Texas-Mexico border. I was born and raised in Laredo, Texas, which is also located on the Texas-Mexico border.

Due to my work in Brownsville and upbringing in Laredo, I have seen firsthand how transformational a high-quality education can be, especially for underserved Latinx communities like the one Red Brick Academy will serve. I believe that Red Brick Academy, with its strong emphasis on an inclusive and equitable college preparatory curriculum, will fill an important need in the community. I am particularly impressed with Red Brick Academy's plan to facilitate relationships with Spanish-speaking parents and other family members by recruiting teachers and other staff members who speak Spanish themselves.

I recommend Red Brick Academy and believe that authorizing this school will provide Houston-area students and their families the high-quality education they need and deserve.

Sincerely,

Daniella Martinez

Daniella Martinez Norman

January 12, 2021

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

Commissioner Morath:

This letter of support is on behalf of Red Brick Academy Charter School.

Ms. Brittney Jean-Louis will serve as Superintendent and one of her Board Members is a dear friend of mine. I understand that this charter school is in the formation process and will do a world of good for the community in which it will serve.

As a small business owner myself I see the need for educating our children and giving them the necessary tools to succeed in life. This school plans to start at 5th grade and end at 8th grade both of which are pivotal times in a child's life. Red Brick will foster a safe environment for kids that they may not already have.

I am amazed at how Red Brick will include the family members of each student in order to get the most out of them and engage their families in ways they can assist.

I whole heartedly recommend Red Brick Academy to be authorized as a charter school in Houston, Texas.

You can contact me at [redacted] with any question you may have relative to this letter of support.

Thank you,

Mr. Quinton D. Ray

[redacted]

January 14, 2021

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

Dear Commissioner Morath:

I am proud and honored to be writing a letter of support of both Brittany Jean-Louis and the planned Red Brick Academy.

[redacted]. I love this city, and recognize the tremendous value that an institution such as the Red Brick Academy will have on building the next generation of local leaders.

I also recognize that an institution of this type will only be as successful as it's leadership, and I have 100% faith in the ability of Brittany Jean-Louis to build and lead this institution. I have known Brittany and her husband Andrew for many years, and am confident that there are few people as qualified to take on this responsibility as Brittany. Her passion for education, experience, education, and sheer ability to get things done make her uniquely qualified to take on this role.

Red Brick Academy's commitment to college preparation, family partnerships, high-quality teachers, social/emotional development, and data-driven decisions all resonate strongly with me, and I know will create the framework for a successful educational institution. Brittany and Red Brick Academy have my full support, and I look forward to being a part of the community that will be impacted by their future success.

Sincerely,

[redacted]

January 11, 2021

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

Dear Commissioner Morath:

I am delighted to write this letter of support for Red Brick Academy, a proposed charter school for grades 5-8 in Houston, led by Brittney Jean-Louis.

As the Intellect U Well, Inc. Vice President of Marketing and Communications, I am aware of the urgent need for high-quality schools that instill intellectual curiosity in youth and foster academic achievement in the Houston area. I am confident that Red Brick Academy can offer parents and students an excellent middle school option to develop young scholars.

I am particularly impressed with Red Brick Academy's five key design elements:

- College preparatory curriculum that promotes deep understanding, problem-solving and critical thinking skills
- High-quality teachers who know how to cultivate nurturing environments and drive exceptional student outcomes
- Strong family partnerships to facilitate regular communication, input, and collaboration
- Social and emotional learning programs for all scholars to help them learn about themselves, make sound decisions and cultivate positive relationships with others
- Data-driven decisions and robust systems to track academic progress, share data, and use the information to develop targeted interventions and enrichment opportunities

I recommend Red Brick Academy without reservation and believe that authorizing this school will provide students in Houston with the high-quality education they deserve. If you have any questions or concerns, you may contact me at [redacted]

Sincerely,

Tonya B. Stancil

Tonya B. Stancil, VP Marketing and Communications
Intellect U Well, Inc.

January 5, 2021

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

Dear Commissioner Morath:

I am very pleased to write this letter of support for Red Brick Academy, a proposed charter school serving grades 5 – 8 for families in Houston, led by Brittney Jean-Louis.

As the Families Empowered Chief Program Officer, I am aware of the urgent need for high-quality schools for families in the Houston area. Having worked directly with Ms. Jean-Louis on her efforts to connect with the Houston community, we know that Red Brick Academy can offer parents and students a much-needed, high-quality option for middle school.

Families Empowered and I are particularly impressed with and excited about Red Brick Academy's five key design elements:

- College preparatory curriculum that promotes deep understanding, problem solving and critical thinking skills
- High quality teachers who know how to cultivate nurturing environments and drive exceptional student outcomes
- Strong family partnerships to facilitate regular communication, input and collaboration through a variety of intentional interactions
- Social and emotional learning programs for all scholars to help them learn about and manage themselves, make good decisions, and cultivate positive relationships with others.
- Data-drive decisions and robust systems to track academic and social progress, share data with families, and use the information to develop targeted interventions and enrichment opportunities.

I recommend Red Brick Academy without reservation and truly believe that authorizing this school will provide students and their families in Houston the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me at 512-595-0704 or [redacted]

Sincerely,

Ann Starr, Chief Program Officer, Families Empowered

January 11, 2021

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

Dear Commissioner Morath:

I write this letter of support on behalf of Red Brick Academy (RBA) and one of its founding Board Members; Ms. Marshette Turner.

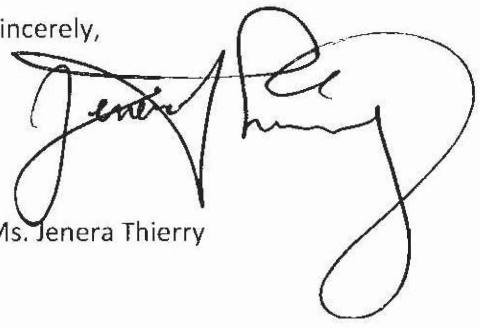
I've known Ms. Turner for quite some time now and I'm certain that if she's supporting Ms. Brittney Jean-Louis in her efforts to build an institution of learning for inner-city children this school must be destined for greatness.

I am a hard working resident of the community and I believe in RBA's pillars of advancement such as strong family partnerships, an equitable and inclusive environment, success in college and beyond and high caliber teachers who are committed to growing and nurturing young impressionable minds.

I highly recommend Red Brick Academy to be authorized in Houston, Texas to serve school age children in grades five through eight.

If you have any questions please contact me at or via email at. Thank you for your consideration of my request.

Sincerely,



Ms. Jenera Thierry

January 15, 2021

Texas Education Agency:

Without reservation, we support the charter application for Red Brick Academy Charter School and Lead Founder Brittney Jean-Louis.

BES is a highly selective, national non-profit whose flagship program, the BES Fellowship, prepares outstanding candidates, such as Brittney, to design, found, and lead urban charter schools. Over the last six months I have been able to work closely with Brittney and have observed firsthand her strengths as a leader. Brittney is a passionate, hardworking, intelligent, and well-prepared leader who understands the work ahead and is prepared to do what is necessary to lead a high-performing school for students in Houston. She brings school leadership skills, curriculum design, cultural awareness, and charter school training to this work. She will be an outstanding leader for Red Brick Academy.

Brittney holds herself to a high standard and is committed to building a diverse, equitable, and high achieving school for students in Houston. She does not waiver in her commitment to founding and leading a high performing school in her home state of Texas. She has an ability to manage multiple priorities and engage a variety of diverse stakeholders. She has detailed expectations for both the academic program as well as the character strengths that will be present in Red Brick Academy. She is responsive to the communities needs and drive to achieve results for her students.

We are honored to work with Brittney and have confidence that her school leadership and the design of Red Brick Academy Charter School will bring a quality school option to students in Houston.

Luke VanDeWalle
Senior Director of Leadership Development, BES
(317) 605-2571

COSMETIC DENTISTRY OF TEXAS

5009 Caroline Street Suite 201
Houston, TX 77004

January 11, 2021

Dear Commissioner Morath:

I am pleased to write this letter of support for authorizing Red Brick Academy and the benefit that it will have on the city of Houston. Red Brick Academy's mission is to provide all scholars with an equitable educational experience in an inclusive environment that prepares them to succeed in college and the future of their choosing. Red Brick academy seeks to successfully improve student academic achievement and enabled students with the ability to function highly as responsible citizens.

The five key school design elements, which include a college preparatory curriculum, high-quality teachers, data-driven decisions, strong family partnership, and social and emotional learning programs, are consistent within each grade level and sequential throughout the grades. The 5th-grade through the 8th-grade curriculum is taught using direct teaching techniques and whole-class instruction.

Red Brick Academy has the capacity and infrastructure to provide our community with high-quality education and develop an educational environment that improves student academic achievement. Under the direction of Brittney Jean-Louis, a Dartmouth University and Wharton School graduate, Red Brick Academy is uniquely positioned to be a shining light for this very impressionable group of young students.

Cosmetic Dentistry of Texas is proud to endorse Red Brick Academy and encourage the Texas Education Agency to approve their application. We support their mission to provide motivated students with the opportunity to achieve academic excellence and believe this school will be an asset for the students, the school district, and the community as a whole. If you have any questions or concerns, please feel free to contact me at 713-757-1948

Warm Regards,
Justin Washington DDS, MPH
Partner, Cosmetic Dentistry of Texas

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:

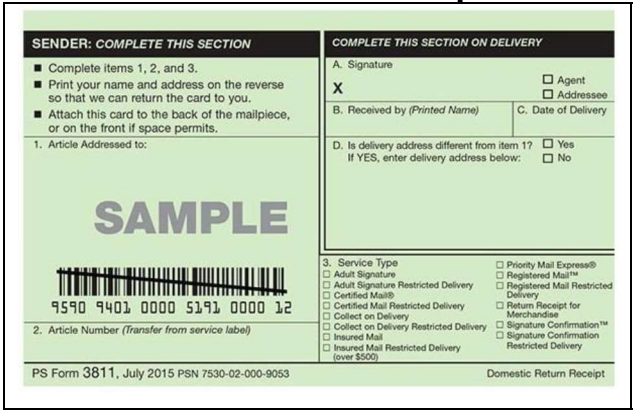
- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each 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, state senate, state house of representatives, and state board of education members. Limit six receipts per page.

Statement of Impact Forms are available in the *Additional Attachments PDF Forms* document on the New Operator 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

CURED DURING REMEDY PERIOD

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Houston, TX 77079

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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.15

0010 14

Postmark Here

FEB 11 2021

02/11/2021

Sent To: Paul Bettencourt
Street and Apt. No., or PO Box No.: 11451 Katy Freeway
City, State, ZIP+4®: Houston TX 77079

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

7020 0090 0001 4136 1493

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Houston, TX 77070

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Certified Mail Fee	$3.60
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.15

0010 14

Postmark Here

FEB 11 2021

02/11/2021

Sent To: Tom Oliverson
Street and Apt. No., or PO Box No.: 12345 Jones Rd
City, State, ZIP+4®: Houston TX 77070

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

7020 0090 0001 4136 1516

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Beaumont, TX 77701

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Certified Mail Fee	$3.60
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.75
Total Postage and Fees	$4.35

0010 14

Postmark Here

FEB 11 2021

02/11/2021

Sent To: Brandon Creighton
Street and Apt. No., or PO Box No.: 350 Pine Street
City, State, ZIP+4®: Beaumont TX 77701

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

7020 0090 0001 4136 1523

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Houston, TX 77004

OFFICIAL USE

Certified Mail Fee	$3.60
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.15

0010 14

Postmark Here

FEB 11 2021

02/11/2021

Sent To: Borris Miles
Street and Apt. No., or PO Box No.: 5302 Almeda
City, State, ZIP+4®: Houston TX 77004

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

7020 0090 0001 4136 1530

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Certified Mail Fee	$3.60
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$0.55
Total Postage and Fees	$4.15

0010 14

Postmark Here

FEB 12 2021

02/11/2021

Sent To: Joan Huffman
Street and Apt. No., or PO Box No.: Po Box 541774
City, State, ZIP+4®: Houston TX 77254

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Houston, TX 77073

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Certified Mail Fee $3.55
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.10

Postmark Here
JAN 12 2021
01/12/2021
HOUSTON TX 77008

Sent To Aldine ISD - Dr. Gotsky and Mr. Shaikh
Street and Apt. No., or PO Box No. 2520 W. Thorne Blvd.
City, State, ZIP+4® Houston, TX 77073

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

7020 1810 0000 7491 5766

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Certified Mail Fee $3.55
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- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

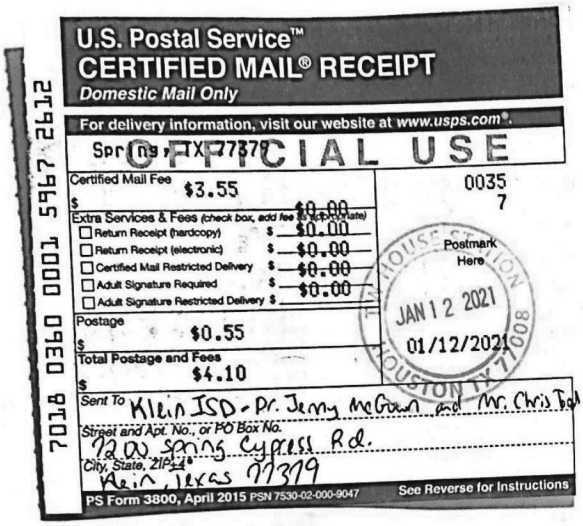
Postage $0.55
Total Postage and Fees $4.10

Postmark Here
JAN 12 2021
01/12/2021
HOUSTON TX 77008

Sent To Houston ISD - Dr. Lathen and Ms. Pegues
Street and Apt. No., or PO Box No. 4400 West 18th Str.
City, State, ZIP+4® Houston, TX 77092

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

7020 1810 0000 7491 5759



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Spring, TX 77379

OFFICIAL USE

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

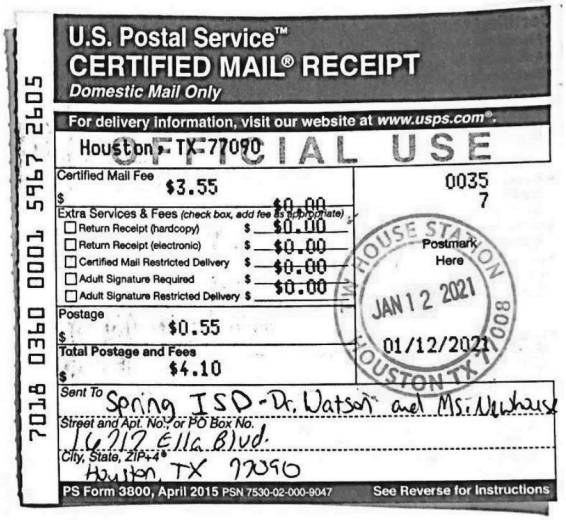
Postage $0.55
Total Postage and Fees $4.10

Postmark Here
JAN 12 2021
01/12/2021
HOUSTON TX 77008

Sent To Klein ISD - Dr. Jerry McGraw and Mr. Chris Tol
Street and Apt. No., or PO Box No. 7200 Spring Cypress Rd.
City, State, ZIP+4® Klein, Texas 77379

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

7018 0360 0001 5967 2612



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Houston, TX 77090

OFFICIAL USE

Certified Mail Fee $3.55
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

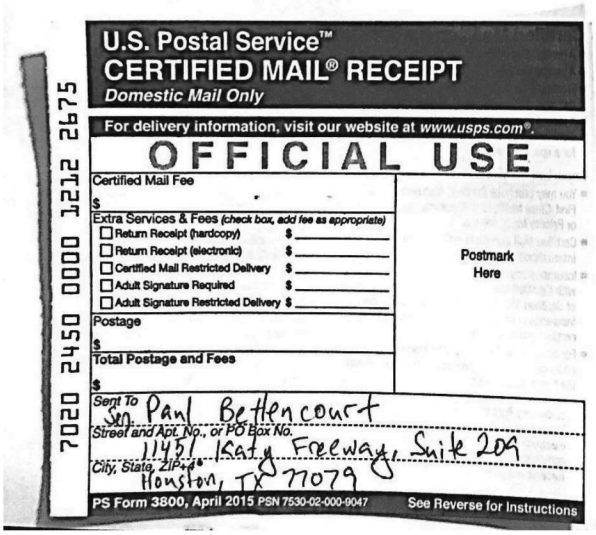
Postage $0.55
Total Postage and Fees $4.10

Postmark Here
JAN 12 2021
01/12/2021
HOUSTON TX 77008

Sent To Spring ISD - Dr. Watson and Ms. Newhaus
Street and Apt. No., or PO Box No. 16717 Ella Blvd.
City, State, ZIP+4® Houston, TX 77090

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

7018 0360 0001 5967 2605



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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy)
- Return Receipt (electronic)
- Certified Mail Restricted Delivery
- Adult Signature Required
- Adult Signature Restricted Delivery $

Postage
Total Postage and Fees

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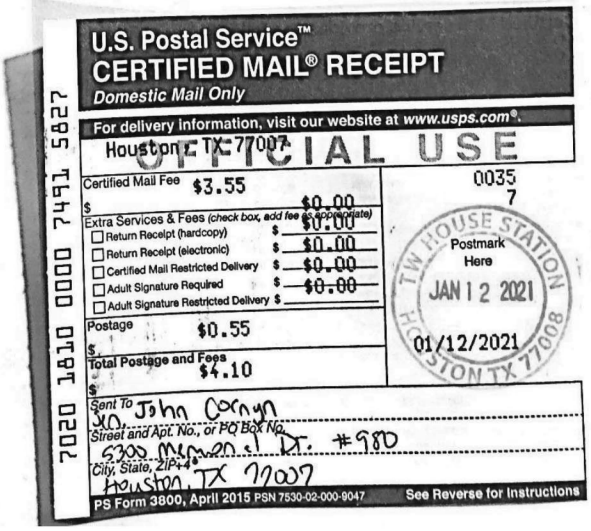
Sent To Sen. Paul Bettencourt
Street and Apt. No., or PO Box No. 11451 Katy Freeway, Suite 209
City, State, ZIP+4® Houston, TX 77079

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

7020 2450 0000 1212 2675



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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55
Total Postage and Fees $4.10

Postmark Here
JAN 12 2021
01/12/2021
HOUSTON TX 77008

Sent To John Corryn
Street and Apt. No., or PO Box No. 6300 Main St. #980
City, State, ZIP+4® Houston, TX 77007

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

7020 1810 0000 7491 5827

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Certified Mail Fee $3.55
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $4.10
Postmark Here
JAN 12 2021
01/12/2021
Sent To Sen. Ted Cruz
Street and Apt. No., or PO Box No. 1919 South St. Suite 9047
City, State, ZIP+4 Houston TX 77002
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 1810 0000 7491 5773

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Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy)
Return Receipt (electronic)
Certified Mail Restricted Delivery
Adult Signature Required
Adult Signature Restricted Delivery $
Postage
Total Postage and Fees
Postmark Here
Sent To Hon. Borris Miles
Street and Apt. No., or PO Box No. 5300 Almeda, Suite A
City, State, ZIP+4 Houston, TX 77004
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 2450 0000 1212 2613

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Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy)
Return Receipt (electronic)
Certified Mail Restricted Delivery
Adult Signature Required
Adult Signature Restricted Delivery $
Postage
Total Postage and Fees
Postmark Here
Sent To Atty. Alma Allen
Street and Apt. No., or PO Box No. 10101 Fondren Road, Suite 500
City, State, ZIP+4 Houston, TX 77096
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 2450 0000 1212 2644

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Houston, TX 77011
Certified Mail Fee $3.55
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $4.10
Postmark Here
JAN 12 2021
01/12/2021
Sent To Atty. Carol Alvarado
Street and Apt. No., or PO Box No. 4450 Harrisburg Suite 400
City, State, ZIP+4 Houston, TX 77011
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 1810 0000 7491 5834

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Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy)
Return Receipt (electronic)
Certified Mail Restricted Delivery
Adult Signature Required
Adult Signature Restricted Delivery $
Postage
Total Postage and Fees
Postmark Here
Sent To Atty. Garnet F. Coleman
Street and Apt. No., or PO Box No. 5445 Almeda, Suite 501
City, State, ZIP+4 Houston, TX 77004
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 2450 0000 1212 4273

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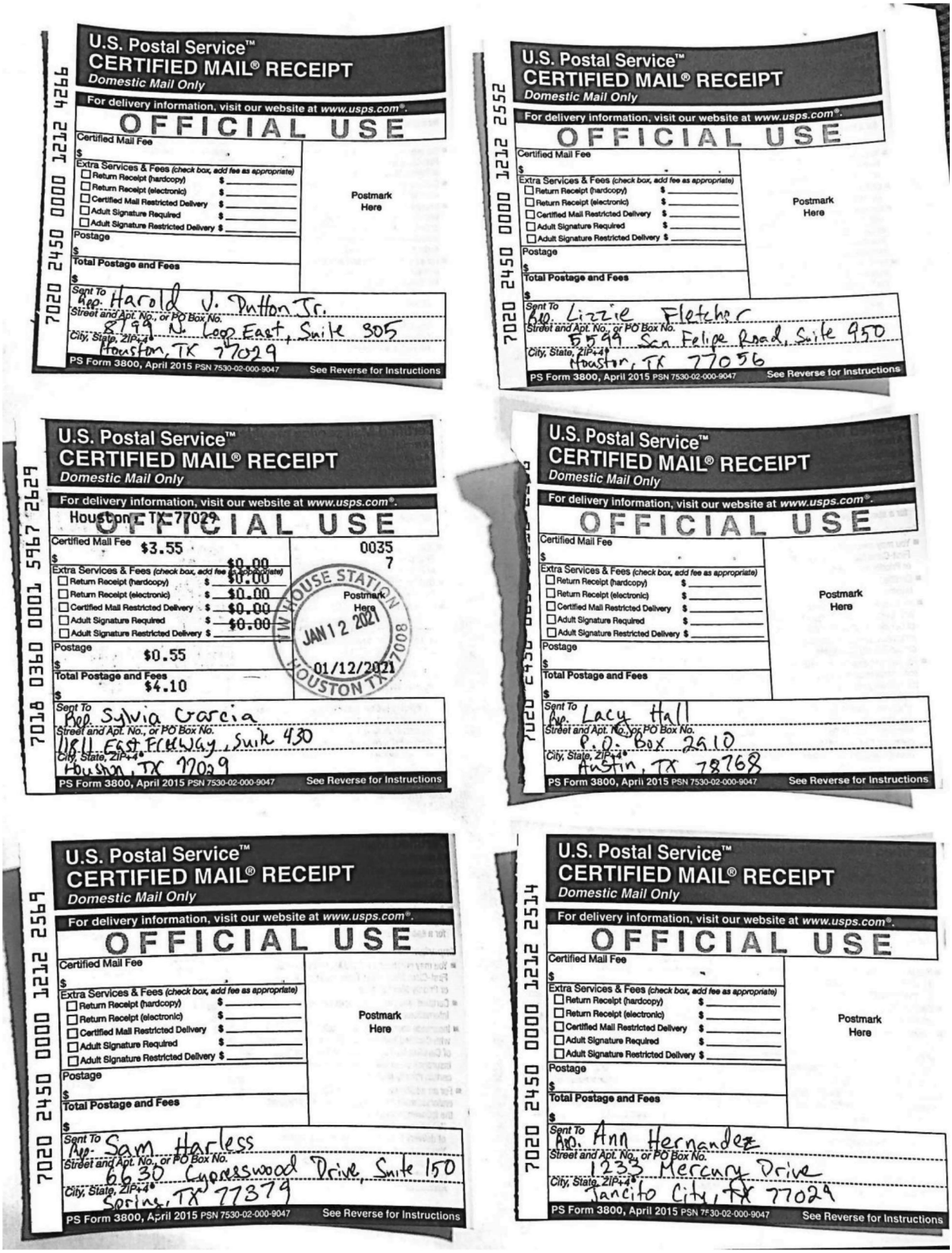
Certified Mail Fee
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy)
Return Receipt (electronic)
Certified Mail Restricted Delivery
Adult Signature Required
Adult Signature Restricted Delivery $
Postage
Total Postage and Fees
Postmark Here
Sent To Rep. Dan Crenshaw
Street and Apt. No., or PO Box No. 4720 Cypresswood Drive, Suite 206
City, State, ZIP+4 Houston, TX 77070
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 2450 0000 1212 4297



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OFFICIAL USE
Certified Mail Fee
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy)
Return Receipt (electronic)
Certified Mail Restricted Delivery
Adult Signature Required
Adult Signature Restricted Delivery
Postage
Total Postage and Fees
Postmark Here
Sent To
Street and Apt. No., or PO Box No.
City, State, ZIP+4®
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7020 2450 0000 1212 4266
Sent To Harold J. Dutton Jr.
Street and Apt. No., or PO Box No. 8199 N. Loop East, Suite 305
City, State, ZIP+4® Houston, TX 77029

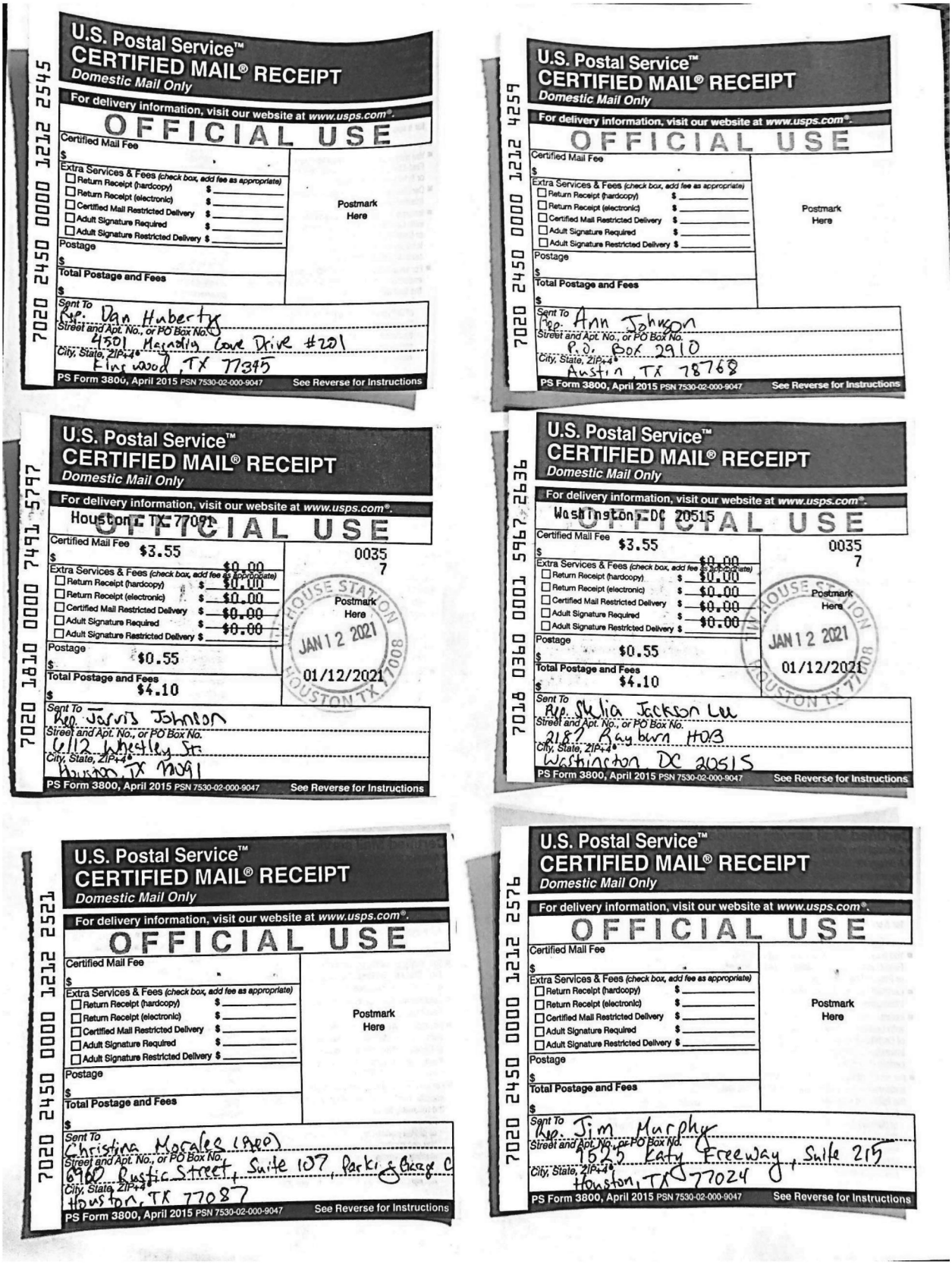
7020 2450 0000 1212 2552
Sent To Lizzie Fletcher
Street and Apt. No., or PO Box No. 5599 San Felipe Road, Suite 950
City, State, ZIP+4® Houston, TX 77056

7018 0360 0001 5967 2629
Houston, TX 77029
Certified Mail Fee $3.55
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Postage $0.55
Total Postage and Fees $4.10
0035 7
HOUSE STATION JAN 12 2021 01/12/2021 HOUSTON TX 77008
Sent To Sylvia Garcia
Street and Apt. No., or PO Box No. 1811 East Freeway, Suite 430
City, State, ZIP+4® Houston, TX 77029

7020 2450 0000 1212 [illegible]
Sent To Lacy Hall
Street and Apt. No., or PO Box No. P.O. Box 2910
City, State, ZIP+4® Austin, TX 78768

7020 2450 0000 1212 2569
Sent To Sam Harless
Street and Apt. No., or PO Box No. 6630 Cypresswood Drive, Suite 150
City, State, ZIP+4® Spring, TX 77379

7020 2450 0000 1212 2514
Sent To Ann Hernandez
Street and Apt. No., or PO Box No. 1233 Mercury Drive
City, State, ZIP+4® Jacinto City, TX 77029



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- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postage
$

Total Postage and Fees
$

Postmark Here

7020 2450 0000 1212 2545

Sent To
Rep. Dan Huberty
Street and Apt. No., or PO Box No.
4501 Magnolia Cove Drive #201
City, State, ZIP+4®
Kingwood, TX 77345

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- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postage
$

Total Postage and Fees
$

Postmark Here

7020 2450 0000 1212 4259

Sent To
Rep. Ann Johnson
Street and Apt. No., or PO Box No.
P.O. Box 2910
City, State, ZIP+4®
Austin, TX 78768

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Houston TX 77091

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- ☐ Return Receipt (electronic) $0.00
- ☐ Certified Mail Restricted Delivery $0.00
- ☐ Adult Signature Required $0.00
- ☐ Adult Signature Restricted Delivery $

Postage $0.55

Total Postage and Fees $4.10

0035 7

Postmark Here
JAN 12 2021
01/12/2021
HOUSTON TX 77008

7020 1810 0000 7491 5797

Sent To
Rep. Jarvis Johnson
Street and Apt. No., or PO Box No.
6112 Wheatley St.
City, State, ZIP+4®
Houston, TX 77091

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Washington DC 20515

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Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $0.00
- ☐ Return Receipt (electronic) $0.00
- ☐ Certified Mail Restricted Delivery $0.00
- ☐ Adult Signature Required $0.00
- ☐ Adult Signature Restricted Delivery $

Postage $0.55

Total Postage and Fees $4.10

0035 7

Postmark Here
JAN 12 2021
01/12/2021
HOUSTON TX 77008

7018 0360 0001 5967 2636

Sent To
Rep. Sylvia Jackson Lee
Street and Apt. No., or PO Box No.
2187 Rayburn HOB
City, State, ZIP+4®
Washington DC 20515

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

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Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postage
$

Total Postage and Fees
$

Postmark Here

7020 2450 0000 1212 2521

Sent To
Christina Morales (Rep)
Street and Apt. No., or PO Box No.
6900 Rustic Street, Suite 107, Parking Garage C
City, State, ZIP+4®
Houston, TX 77087

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

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Extra Services & Fees (check box, add fee as appropriate)
- ☐ Return Receipt (hardcopy) $
- ☐ Return Receipt (electronic) $
- ☐ Certified Mail Restricted Delivery $
- ☐ Adult Signature Required $
- ☐ Adult Signature Restricted Delivery $

Postage
$

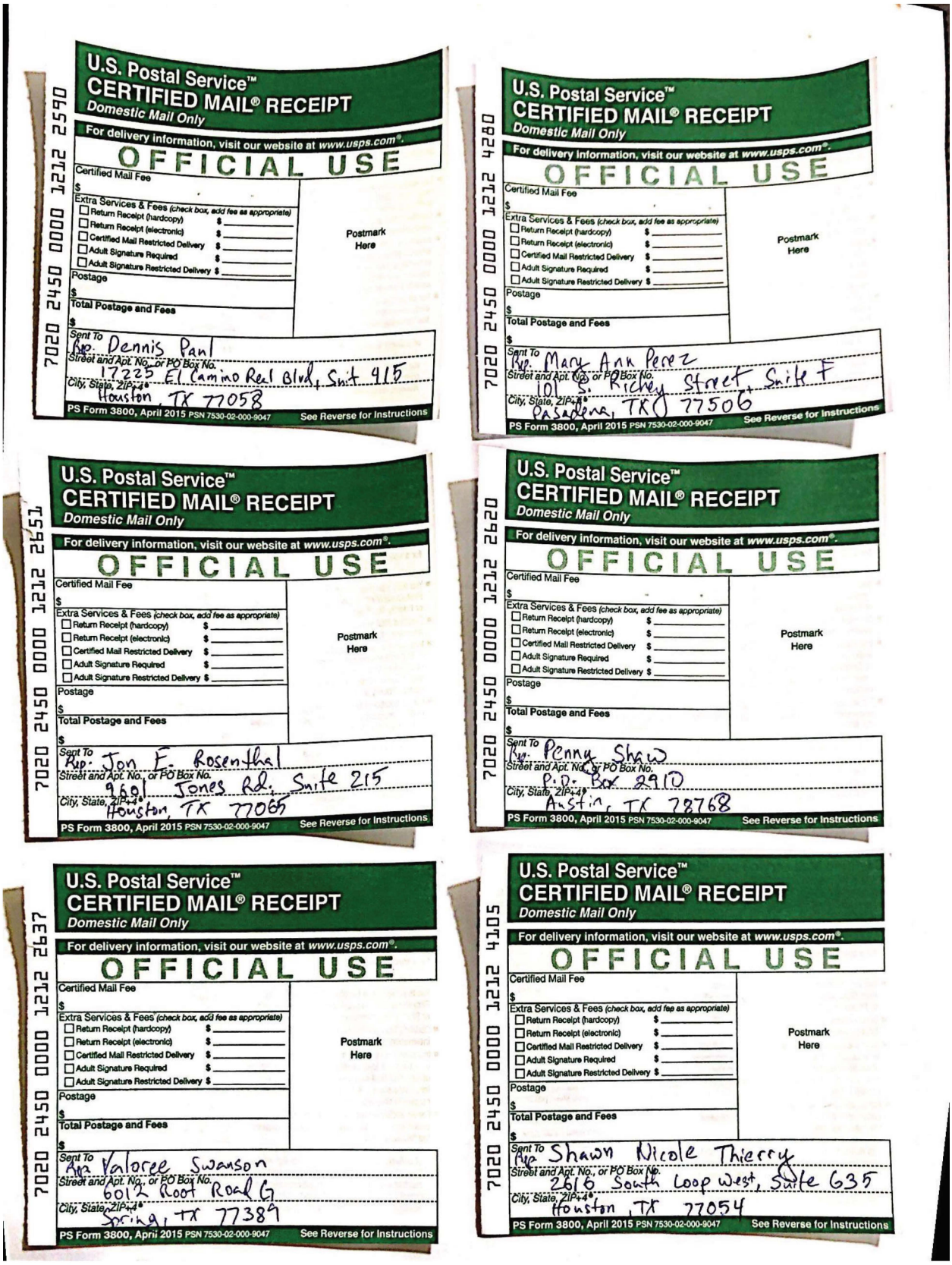
Total Postage and Fees
$

Postmark Here

7020 2450 0000 1212 2576

Sent To
Rep. Jim Murphy
Street and Apt. No., or PO Box No.
1625 Katy Freeway, Suite 215
City, State, ZIP+4®
Houston, TX 77024

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



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OFFICIAL USE
Certified Mail Fee
$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $
☐ Return Receipt (electronic) $
☐ Certified Mail Restricted Delivery $
☐ Adult Signature Required $
☐ Adult Signature Restricted Delivery $
Postage
$
Total Postage and Fees
$
Postmark Here
Sent To
Rep. Dennis Paul
Street and Apt. No., or PO Box No.
17225 El Camino Real Blvd, Suit 415
City, State, ZIP+4®
Houston, TX 77058
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 2450 0000 1212 2590

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Certified Mail Fee
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Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $
☐ Return Receipt (electronic) $
☐ Certified Mail Restricted Delivery $
☐ Adult Signature Required $
☐ Adult Signature Restricted Delivery $
Postage
$
Total Postage and Fees
$
Postmark Here
Sent To
Rep. Mary Ann Perez
Street and Apt. No., or PO Box No.
101 S. Richey Street, Suite F
City, State, ZIP+4®
Pasadena, TX 77506
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 2450 0000 1212 4280

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Certified Mail Fee
$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $
☐ Return Receipt (electronic) $
☐ Certified Mail Restricted Delivery $
☐ Adult Signature Required $
☐ Adult Signature Restricted Delivery $
Postage
$
Total Postage and Fees
$
Postmark Here
Sent To
Rep. Jon F. Rosenthal
Street and Apt. No., or PO Box No.
9691 Jones Rd. Suite 215
City, State, ZIP+4®
Houston, TX 77065
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
7020 2450 0000 1212 2651

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OFFICIAL USE
Certified Mail Fee
$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $
☐ Return Receipt (electronic) $
☐ Certified Mail Restricted Delivery $
☐ Adult Signature Required $
☐ Adult Signature Restricted Delivery $
Postage
$
Total Postage and Fees
$
Postmark Here
Sent To
Rep. Penny Shaw
Street and Apt. No., or PO Box No.
P.O. Box 2910
City, State, ZIP+4®
Austin, TX 78768
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
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Certified Mail Fee
$
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $
☐ Return Receipt (electronic) $
☐ Certified Mail Restricted Delivery $
☐ Adult Signature Required $
☐ Adult Signature Restricted Delivery $
Postage
$
Total Postage and Fees
$
Postmark Here
Sent To
Rep. Valoree Swanson
Street and Apt. No., or PO Box No.
6012 Root Road G
City, State, ZIP+4®
Spring, TX 77389
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions
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Houston, TX 77054
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01/12/2021

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Sent To Rep. Sergenia Thompson
Street and Apt. No., or PO Box No. 10527 Homestead Road
City, State, ZIP+4® Houston, TX 77016

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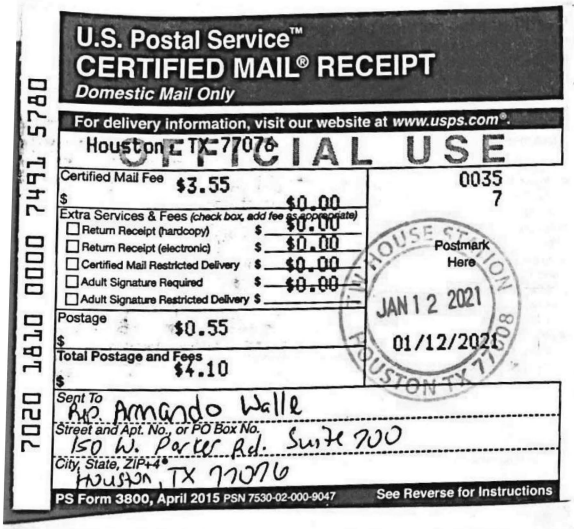
7020 2450 0000 1212 2668

Sent To Rep. Hubert Vo
Street and Apt. No., or PO Box No. 7474 South Kirkwood, Suite 108
City, State, ZIP+4® Houston, TX 77072

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



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- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
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Postage $0.55
Total Postage and Fees $4.10

0035 7

Postmark Here
TW HOUSE STATION HOUSTON TX 77008
JAN 12 2021
01/12/2021

7020 1810 0000 7491 5780

Sent To Rep. Armando Walle
Street and Apt. No., or PO Box No. 150 W. Parker Rd. Suite 700
City, State, ZIP+4® Houston, TX 77076

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

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Postage $0.55
Total Postage and Fees $4.10

0035 7

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TW HOUSE STATION HOUSTON TX 77008
JAN 12 2021
01/12/2021

7020 1810 0000 7491 5810

Sent To Rep. John Whitmire
Street and Apt. No., or PO Box No. 803 Yale Street
City, State, ZIP+4® Houston, TX 77007

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

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- Adult Signature Restricted Delivery $

Postage $
Total Postage and Fees $

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7020 2450 0000 1212 2583

Sent To Rep. Gene Wu
Street and Apt. No., or PO Box No. 6500 Rookin, Bldg C Office 2
City, State, ZIP+4® Houston, TX 77074

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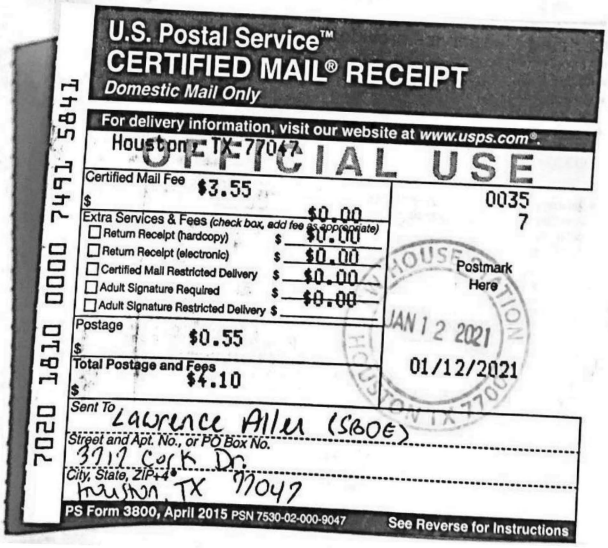

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Total Postage and Fees $4.10

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JAN 12 2021
01/12/2021

7020 1810 0000 7491 5841

Sent To Lawrence Allen (SBOE)
Street and Apt. No., or PO Box No. 3717 Cork Dr.
City, State, ZIP+4® Houston TX 77047

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Houston, TX 77079

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- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.55

Total Postage and Fees $4.10

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HOUSE STATION HOUSTON TX 77008

JAN 12 2021

01/12/2021

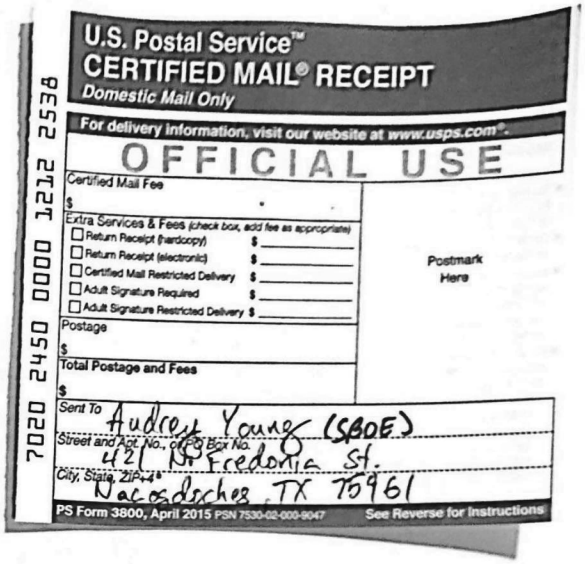
Sent To Will Hickman (SBOE)

Street and Apt. No., or PO Box No. 1412 Memorial Dr. #187

City, State, ZIP+4® Houston, TX 77079

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

7020 1810 0000 7491 5858



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Sent To Audrey Young (SBOE)

Street and Apt. No., or PO Box No. 421 N Fredonia St.

City, State, ZIP+4® Nacogdoches, TX 75961

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

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Attachment 6: Published Notice(s) of Public Meeting

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 26 open-enrollment charter school.

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must contain directions to access and participate in the meeting (link, website, etc.)

Applicants are encouraged to practice social-distancing policies and procedures for all in-person meetings.

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 20, 2019** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 20, 2021**.

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;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

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 or exclusively digital circulation (*Greensheet, Dallas Observer, Austin Chronicle,* etc.) will not fulfill this attachment requirement.

Notice of Public Meeting

The following emails were sent to the list of State Representatives, Senators, and School Board of Education Members included in the Completion Check Summary.

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:22 PM
To: audrey.young@tea.texas.gov

Dear State Board Member Audrey Young,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:21 PM
To: joan.huffman@senate.texas.gov

Dear Senator Joan Huffman,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:20 PM
To: borris.miles@senate.texas.gov

Dear Senator Borris Miles,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:19 PM
To: brandon.creighton@house.texas.gov

Dear Senator Brandon Creighton,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:19 PM
To: paul.bettencourt@house.texas.gov

Dear Senator Paul Bettencourt,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:18 PM
To: jon.rosenthal@house.texas.gov

Dear Representative Jon Rosenthal,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:17 PM
To: tom.oliverson@house.texas.gov

Dear Representative Tom Oliverson,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:17 PM
To: garnet.coleman@house.texas.gov

Dear Representative Garnet Coleman,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:15 PM
To: shawn.thierry@house.texas.gov

Dear Representative Shawn Thierry,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:15 PM
To: christina.morales@house.texas.gov

Dear Representative Christina Morales,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:14 PM
To: votemaryannperez@gmail.com

Dear Representative Mary Ann Perez,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:11 PM
To: ana.hernandez@house.texas.gov

Dear Representative Ana Hernandez,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:10 PM
To: gene.wu@house.texas.gov

Dear Representative Gene Wu,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:10 PM
To: jim.murphy@house.texas.gov

Dear Representative Jim Murphy,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:09 PM
To: alma.allen@house.texas.gov

Dear Representative Alma Allen,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:08 PM
To: valoree.swanson@house.texas.gov

Dear Representative Valoree Swanson,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

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Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:07 PM
To: harold.dutton@house.texas.gov

Dear Representative Harold Dutton,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:06 PM
To: dan.huberty@house.texas.gov

Dear Representative Dan Huberty,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--
Brittney Jean-Louis (she, her, hers)
832.409.4066 | www.redbrickacademy.org
REDBRICK ACADEMY

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Thu, Feb 11, 2021 at 11:06 PM
To: sam.harless@house.texas.gov

Dear Representative Sam Harless,

This email is to inform you that Red Brick Academy Inc submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is Red Brick Academy Charter School. The Board Members of Red Brick Academy Inc held a public hearing on January 13th via Zoom Video Conferencing. The purpose of this hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades 5 through 8 and serve the North Houston community. As a reminder, Red Brick Academy has not been awarded a charter. The application for Red Brick Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

Sincerely,

Brittney Jean-Louis
CEO of Red Brick Academy

--

Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org
REDBRICK ACADEMY

ITIONAL REQUIREMENT: Applicants must notify within 5 business days, 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;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

Notice of the Public Meeting – Newspaper

The following ad was posted in the Houston Chronicle printed newspaper on December 19, 2021.

FROM THE COVER

Millions of renters soon will face evictions

By Ellen Barry
NEW YORK TIMES

CHICOPEE, Mass. – The tenants in the third-floor apartment had 30 minutes to leave.

Deputies from the Hampden County Sheriff's Department had climbed the back stairs with an eviction notice.

The tenants – 22 and 23 – were exhausted and dazed. They had stuffed some of their possessions into trash bags and suitcases, but much of what they owned would be left behind, in mounds on the floor.

"I'm sorry it's so messy," one of the women said. In those last moments before becoming homeless, she stood at the sink, carefully washing out the baby bottles they used to feed their puppy.

As they stepped back to give the women room, the officers talked among themselves, considering what it means to evict tenants in December 2020. They felt uneasy about it.

"I really don't think people should be displaced, certainly during a pandemic," said one of the officers, Lt. Michael Goldberg. "Five months ago, we stopped evictions because of what was going on in the world, and now we're moving forward with evictions when it's still going on, if not worse."

With a federal moratorium set to lapse Dec. 31, America's vast eviction machine is gradually coming back online, allowing landlords to get rid of nonpaying tenants.

The coronavirus struck in a country already chronically short of affordable housing. Now, after a summer of catastrophic job loss, 6.7 million adults are likely to face eviction or foreclosure in the next two months, according to the Census Bureau's Household Pulse Survey.

But evictions are resuming under unprecedented scrutiny. If displacing households was considered unsafe in September, when contagion rates were lower than they are now, is it an acceptable risk at this point? Won't the virus just spread faster if evicted tenants end up in shelters?

One person grappling with these questions is Hampton County Sheriff Nicholas Cocchi. He presides over Springfield, a city where nearly 27 percent of the population lives below the poverty line. His predecessor was a former social worker, and Cocchi has carried on that progressive tradition, branching out into services to reintegrate former inmates and treat addiction. Last year, his department carried out 724 evictions, two or three a day.

Cocchi has worried for weeks about resuming evictions, searching for ways to make them "respectful and humane."

"As a human, not a sheriff – not as an elected official but as a human being – if it is part of the ecosystem, I get it, but that doesn't mean we let people decay and rot," Cocchi said. "Our goal is not to have this critically bad, negative impact."

His main idea is to work intensively with tenants his department is preparing to evict, offering a last big push to find them alternative housing. If worse comes to worst, he said, he would provide them with short-term shelter.

"You're not going to sleep in your car tonight," he said. "I can give you a place that night. So you're not outside. In the cold. In the rain. In your car. Or a park bench. I can do that. It's my job. I believe I owe that to you."

The two women in the third-floor unit in Chicopee provided the sheriff with a test case.

Bryan Anselm / New York Times

Lt. Michael Goldberg, a Hampden County sheriff's deputy, talks to an apartment resident while serving eviction notices in Springfield, Mass., on Wednesday.

The women, who asked not to be identified because they were embarrassed by the situation, had lost their jobs in a scented-candle factory last December and had not paid their rent since, they said. A judge had ordered their eviction in March, but then Massachusetts imposed a strict moratorium, halting the removal for six months.

The couple had been unable to find steady work during the pandemic. They spent their days in the apartment, distracting themselves with social media and adult coloring books as the eviction process inched forward.

Then the state moratorium ended, and some of the cases from before the pandemic were allowed to progress. Suddenly, it was bearing down on them.

Lots of cases looming

As swaths of the U.S. economy shut down this spring to slow the spread of the coronavirus, a handful of sheriffs balked, declaring their own moratoriums.

In September, the Trump administration largely took the question off the table, announcing a four-month halt in eviction proceedings.

When that order expires Dec. 31, millions of stalled cases will move forward, though some will be sent to mediation or deferred by emergency rental assistance.

Cocchi has eyed this approaching bulge apprehensively because when it arrives, he will be in the middle of it.

On one hand, he is up for reelection in 2022, and evictions are not popular. The tenants' rights movement has taken on a new energy, and a local housing activist, Rose Webster-Smith, is tracking each case through the courts, gearing up if necessary to stage eviction blockades.

At the same time, landlords are lined up for Cocchi's services: Since late October, when the moratorium in Massachusetts lapsed, his process servers have delivered 1,062 notices to quit, the first of three official warnings that precede an eviction.

"I would love to be one of those guys who can run from that, but what is the sheriff? He's a law enforcer," Cocchi said. "As a law enforcer, my job is to do what I'm asked to do."

The deputies who deliver notices sometimes lodge the document in the door, but they frequently get a chance to size up tenants.

They have all seen cases so bleak that they cannot forget them. John Izzo, a housing specialist with the department, ticked off some of the worst ones as he drove to the Chicopee eviction.

There was the 80-year-old man who had stopped taking his insulin as his eviction approached. They found him unresponsive in his bathtub when they arrived. The 71-year-old woman with dementia, so confused and forlorn that they brought her back to the office and sang songs to her. And a few weeks ago there was the woman who, because the shelters were full, ended up sleeping on a couch in her storage unit.

The tenants in Chicopee would not be one of those grim cases, or that was what Izzo was hoping.

He had spent a few days on the phone, trying to find a new landlord willing to accept them, but he needed more time; even without the black mark of an eviction, their household income was around $1,300 a month, one tenant's unemployment benefits. Area landlords generally require tenants to have an income three times the monthly rent.

Problems for landlords

As the two women loaded their possessions into a car, their landlady was pacing on the sidewalk. Her frustration with the tenants had mounted over the six months of the moratorium. She was furious.

She said had kept up her own tax and insurance payments throughout the shutdown and was sure the tenants could have paid her with government rental assistance if they had made more of an effort.

Landlords across the state are facing similar problems, said Douglas Quattrochi, executive director of Mass Landlords, which represents independent property owners; 1 in 5 of his members said they have nonpaying tenants, and many are putting their properties on the market, he said.

Izzo had offered to drive the women to a shelter. It would be a comfort, in a way, to know they had a safe place to stay. A blizzard was expected to move into the city overnight, and the virus was now surging aggressively through the state.

But a few hours before they were to be evicted, the two women told Izzo they did not need his help. They were vague about the details – a friend had suddenly emerged with an offer of a place to stay, they said. They filled up their borrowed SUV, every inch of it crammed with plastic bags and cardboard boxes, the puppy shivering between them in the front seat.

And then they were gone.

CONGRESS

From page A1

Federal Reserve lending powers established under a relief bill in March. Treasury Secretary Steven Mnuchin is shutting down the programs at the end of December, but Toomey's language goes further, by barring the Fed from restarting the lending next year, and Democrats say the provision would tie Biden's hands and put the economy at risk.

"As we navigate through an unprecedented economic crisis, it is in the interests of the American people to maintain the Fed's ability to respond quickly and forcefully," Biden economic adviser Brian Deese said. "Undermining that authority could mean less lending to Main Street businesses, higher unemployment and greater economic pain across the nation."

The key Fed programs at issue provided loans to small and midsize businesses and bought state and local government bonds, making it easier for those governments to borrow at a time when their finances are under pressure from the pandemic.

The Fed would need the support of the Treasury Department to restart the programs, which Biden's Treasury secretary nominee, Janet Yellen, a former Fed chair, would likely provide. Treasury could also provide funds to backstop those programs without congressional approval and could ease the lending requirements. That could encourage more lending under the programs, which have seen only limited use so far.

The battle obscured progress on other elements of the hoped-for agreement. After being bogged down for much of Thursday, negotiators turned more optimistic, though the complexity of finalizing the remaining issues and drafting agreements in precise legislative form was proving daunting.

The central elements appeared in place: more than $300 billion in aid to businesses; a $300-per-week bonus federal jobless benefit and renewal of soon-to-expire state benefits; $600 direct payments to individuals; vaccine distribution funds; and money for renters, schools, the Postal Service and people needing food aid.

House lawmakers were told that they wouldn't have to report to work on Saturday but that a Sunday session was likely. The Senate will be voting on nominations on Saturday.

The pending bill is the first significant legislative response to the pandemic since the landmark CARES Act passed virtually unanimously in March, delivering $1.8 trillion in aid, more generous $600 per week bonus jobless benefits and $1,200 direct payments to individuals.

The emerging package falls well short of the $2 trillion-plus Democrats were demanding this fall before the election, but Biden is eager for an aid package to prop up the economy and help the jobless and poor. While he says more economic stimulus will be needed early next yea
some Republicans say t
current package may be t
last.

"If we address the cri
cal needs right now, a
things improve next year
the vaccine gets out the
and the economy starts
pick up again, you know
there may be less of
need," said Sen. Joh
Thune R-S.D.

Most economists, hov
ever, strongly support a
ditional economic stimul
as necessary to keep bu
nesses and household
afloat through what
widely anticipated to be
tough winter. Many for
cast the economy cou
shrink in the first thr
months of 2021 witho
more help. Standard
Poor's said in a report Tue
day that the econom
would be 1.5 percenta
points smaller in 2021 wit
out more aid.

The details were still b
ing worked out, but t
measure includes a secon
round of "paycheck protec
tion" payments to especia
ly hard-hit businesses, $
billion to help struggli
renters with their pa
ments, $45 billion for ai
lines and transit systems,
temporary 15 percent or
increase in food stamp be
efits, additional farm subs
dies and a $10 billion ba
out for the Postal Service

Sarah Silbiger / Tribune News Servi

A provision by Sen. Pat Toomey, R-Pa., would close down more than $400 billion in potential Federal Reserve lending powers established in March.

Public Meeting for A Proposed Charter School, Red Brick Academy!

We welcome **all community members, students, families, and elected officials** to attend input meetings about the school design at **Red Brick Academy!** The meetings are virtual, FREE, and open to the public!

To register, go to our Facebook page at the following link:
https://www.facebook.com/Red-Brick-Academy-105099968078568

After you register, you will receive a Zoom link for the meeting.

Session 1: Ideal School Design
- Date: January 5, 2021
- Time: 5 – 6pm CST

Session 2: Experiences of Children of Color in Public Schools
- Date: January 7, 2021
- Time: 5 – 6pm CST

Session 3: Positive Parent and School Relationships
- Date: January 13, 2021
- Time: 11:30am – 12:30pm

Remember, register at the above Facebook link to receive the Zoom link for each meeting! We look forward to hearing from you!

REDBRICK ACADEMY

Red Brick Academy is a proposed tuition free charter school serving grades 5 – 8 with a mission to provide all students with an equitable educational experience in an inclusive environment that prepares them to succeed in college and the life of their choosing.

Notice of the Public Meeting - State Board of Education E-mail Notification

The following email was sent to Texas SBOE members and legislatures regarding the public meeting held on January 13, 2021.

Public Meeting Notice for Red Brick Academy
8 messages

Brittney Jean-Louis <bjeanlouis@fellow.bes.org> Wed, Jan 6, 2021 at 7:44 PM
To: lawrence.allen@tea.texas.gov, will.hickman@tea.texas.gov, sheila.jackson.lee@mail.house.gov, sylvia.garcia@senate.texas.gov, carol.alvarado@house.texas.gov, john.whitmire@senate.texas.gov, cruz_press@cruz.senate.gov, press@cornyn.senate.gov, jarvis.johnson@house.texas.gov, Senfronia.Thompson@house.texas.gov, Armando.Walle@house.texas.gov
Cc: charterapplication@tea.texas.gov

Greetings State Board of Education Members, State Legislatures, and TEA staff,

I hope you all are having an excellent start to the new year. I am the proposed Superintendent for Red Brick Academy, a proposed grade 5 - 8 school in Houston, Texas. I am a Texas native excited about the opportunity to found a high performing school in a community of need that prepares students for success in college and the life of their choosing. You can find out more about Red Brick Academy by viewing our website included in my signature below.

This email serves as notice for and formal invitation to our final public meeting in advance of the Generation 26 charter application submission deadline. Below are the details for the meeting:

- Name of proposed school: Red Brick Academy Charter School
- Name of sponsoring entity: Red Brick Academy, Inc
- Date, time, and place of public meeting:
  - Date: January 13, 2021
  - Time: 11:30am - 12:30pm
  - Place: Virtual meeting via Zoom.
    - The free registration link can be found here: https://bes.zoom.us/meeting/register/tJEkfuyoqTkvHNamMLp1ClNn9ThpYDtxMhOI
    - After registering, you will be emailed a Zoom link giving you access to the meeting
- Names of all board members from the sponsoring entity:
  - Sydney Scott
  - Crystal McKinney
  - Dr. James Stancil II
  - Joel Munoz
  - Marshette Turner

Thank you for supporting our education system.

All the best,
Brittney
--
Brittney Jean-Louis (she, her, hers)
832.409.4066 I www.redbrickacademy.org

REDBRICK
ACADEMY

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a state-assessed core content area that will be taught within the first three years of operation (as required).

5th Grade Mathematics Scope and Sequence

First Quarter		
Date	Module	TEKS
8/15/2022	N/A - Orientation	
8/16/2022	N/A - Orientation	
8/17/2022	N/A - Orientation	
8/18/2022	N/A - Orientation	
8/19/2022	N/A - Orientation	
8/22/2022	1	5.2A, 5.2B
8/23/2022	1	5.2A, 5.2B
8/24/2022	1	5.2A
8/25/2022	1	5.2B
8/26/2022	Remediation	
8/29/2022	1	5.3A, 5.2C
8/30/2022	1	5.3A, 5.2C
8/31/2022	1	5.3K
9/1/2022	1	5.3K
9/2/2022	Remediation	
9/5/2022	Labor Day	
9/6/2022	1	5.3D, 5.3E
9/7/2022	1	5.3A, 5.3D, 5.3E
9/8/2022	1	5.3F, 5.3G
9/9/2022	Remediation	
9/12/2022	1	5.3F, 5.3G
9/13/2022	1	5.3F, 5.3G
9/14/2022	1	Mod. 1 Assessment
9/15/2022	2	5.3A, 5.3B
9/16/2022	Remediation	
9/19/2022	2	5.3A
9/20/2022	2	5.3B
9/21/2022	2	5.3B
9/22/2022	2	5.3B
9/23/2022	No School - PD Day	
9/26/2022	2	5.3A, 5.3B
9/27/2022	2	5.3B
9/28/2022	2	5.3D, 5.3E
9/29/2022	2	5.3D, 5.3E
9/30/2022	Remediation	
10/3/2022	2	5.7A
10/4/2022	2	5.7A
10/5/2022	2	5.7A
10/6/2022	2	Mod. 2 Assessment
10/7/2022	Remediation	
10/10/2022	3	5.3A
10/11/2022	3	5.3A
10/12/2022	3	5.3A
10/13/2022	3	5.3C
10/14/2022	3	5.3C
10/17/2022	3	5.3C
10/18/2022	3	5.3C
10/19/2022	Remediation	
10/20/2022	Remediation	
10/21/2021	Remediation	
10/24/2022	Remediation	
10/25/2022	Interim Assessments	
10/26/2022	Interim Assessments	
10/27/2022	Interim Assessments	
10/28/2022	No School - PD Day	

Second Quarter		
Date	Module	TEKS
10/31/2022	IA- Remediation	
11/1/2022	IA- Remediation	
11/2/2022	IA- Remediation	
11/3/2022	3	5.3G, 5.3F
11/4/2022	3	5.3G
11/7/2022	3	5.3G
11/8/2022	3	5.3G
11/9/2022	3	5.3C, 5.3G
11/10/2022	3	5.3C, 5.3G
11/11/2022	Remediation	
11/14/2022	3	Mod. 3 Assessment
11/15/2022	4	5.3H
11/16/2022	4	5.3K, 5.3H, 5.3A
11/17/2022	4	5.3K, 5.3H, 5.3A
11/18/2022	Remediation	
11/21/2022	4	5.3K, 5.3H
11/22/2022	Flex Day	
11/23 - 11/2	No School - Thanksgiving	
11/28/2022	4	5.3K, 5.3H
11/29/2022	4	5.3K, 5.3H, 5.4B
11/30/2022	4	5.3K, 5.3H, 5.4A
12/1/2022	4	5.3K
12/2/2022	Remediation	
12/5/2022	4	5.3K
12/6/2022	4	5.3K
12/7/2022	4	5.3K, 5.3H
12/8/2022	4	5.3K, 5.3A
12/9/2022	Remediation	
12/12/2022	4	5.3K, 5.3H
12/13/2022	4	5.3K, 5.4H, 5.4B
12/14/2022	4	Mod. 4 Assessment
12/15/2022	5	5.3L, 5.3J
12/16/2022	Flex Day	
12/19 - 12/3	No School - Winter Break	
1/2/2023	No School - PD Day	
1/3/2023	5	5.3L, 5.3J
1/4/2023	5	5.3I
1/5/2023	5	5.3I
1/6/2023	Remediation	
1/9/2023	5	5.3I
1/10/2023	5	5.3L, 5.3J
1/11/2023	5	5.3L, 5.3J
1/12/2023	5	5.3L, 5.3J
1/13/2023	5	5.4F
1/16/2023	No School - MLK	
1/17/2023	5	5.4F, 5.4E
1/18/2023	Remediation	
1/19/2023	Remediation	
1/20/2023	Remediation	
1/23/2023	Remediation	
1/24/2023	Interim Assessments	
1/25/2023	Interim Assessments	
1/26/2023	Interim Assessments	
1/27/2023	No School - PD Day	

Key	
	Teacher Input Based on Student Data
	No School
	Assessment Day

Third Quarter		
Date	Module	TEKS
1/30/2023	5	5.4B
1/31/2023	5	5.4B
2/1/2023	5	Mod. 5 Assessment
2/2/2023	6	5.6A, 5.6B
2/3/2023	Remediation	
2/6/2023	IA- Remediation	
2/7/2023	IA- Remediation	
2/8/2023	6	5.6A, 5.6B
2/9/2023	6	5.6A, 5.6B
2/10/2023	Remediation	
2/13/2023	6	5.4H, 5.6A, 5.6B
2/14/2023	6	5.4H, 5.6A, 5.6B
2/15/2023	6	5.4H
2/16/2023	6	5.4H
2/17/2023	Remediation	
2/20/2023	6	5.4H
2/21/2023	6	5.5A
2/22/2023	6	5.5A
2/23/2023	6	5.5A
2/24/2023	Remediation	
2/27/2023	6	5.5A
2/28/2023	6	Mod. 6 Assessment
3/1/2023	7	5.8A, 5.8B, 5.8C
3/2/2023	7	5.8A, 5.8B, 5.8C
3/3/2023	Remediation	
3/6/2023	7	5.8A, 5.8B, 5.8C
3/7/2023	7	5.8B, 5.8C
3/8/2023	7	5.8B, 5.8C
3/9/2023	7	5.AC, 5.4D
3/10/2023	Remediation	
3/13/2023	7	5.AC, 5.4D
3/14/2023	7	5.AC, 5.4D
3/15/2023	7	5.9A, 5.9C
3/16/2023	7	5.9A, 5.9C
3/17/2023	7	5.9A, 5.9C
3/20/2023	7	Mod. 7 Assessment
3/21/2023	Remediation	
3/22/2023	Remediation	
3/23/2023	Remediation	
3/24/2023	Remediation	
3/27 - 3/31	Spring Break	
4/3/2023	Remediation	
4/4/2023	Interim Assessments	
4/5/2023	Interim Assessments	
4/6/2023	Interim Assessments	
4/7/2023	No School - PD Day	

Fourth Quarter		
Date	Module	TEKS
4/10/2023	Remediation	
4/11/2023	Remediation	
4/12/2023	Remediation	
4/13/2023	Remediation	
4/14/2023	Remediation	
4/17/2023	Remediation	
4/18/2023	Remediation	
4/19/2023	Remediation	
4/20/2023	Remediation	
4/21/2023	Remediation	
4/24/2023	Remediation	
4/25/2023	Remediation	
4/26/2023	Remediation	
4/27/2023	Remediation	
4/28/2023	Remediation	
5/1 - 5/5	STAAR Exams	
5/8/2023	Module 1 Project	TEKS standard outlined in module
5/9/2023	Module 1 Project	TEKS standard outlined in module
5/10/2023	Module 2 Project	TEKS standard outlined in module
5/11/2023	Module 2 Project	TEKS standard outlined in module
5/12/2023	Module 3 Project	TEKS standard outlined in module
5/15/2023	Module 3 Project	TEKS standard outlined in module
5/16/2023	Module 4 Project	TEKS standard outlined in module
5/17/2023	Module 4 Project	TEKS standard outlined in module
5/18/2023	Module 5 Project	TEKS standard outlined in module
5/19/2023	Module 5 Project	TEKS standard outlined in module
5/22/2023	Module 6 Project	TEKS standard outlined in module
5/23/2023	Module 6 Project	TEKS standard outlined in module
5/24/2023	Module 7 Project	TEKS standard outlined in module
5/25/2023	Module 7 Project	TEKS standard outlined in module
5/26/2023	Project Presentations	
5/29/2023	No School - Memorial Day	
5/30/2023	Project Presentations	
5/31/2023	NWEA Testing	
6/1/2023	NWEA Testing	
6/2/2023	Project Presentations	
6/5/2023	Project Presentations	
6/6/2023	Project Presentations	
6/7/2023	Flex Day	
6/8/2023	Flex Day	

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

Red Brick Academy Discipline Policy
(Adopted from Ascend Public Schools and KIPP Texas)

We expect that all members of the Red Brick Academy treat others with respect and dignity to preserve the emotional and physical safety of all students and staff.

Every student has the right to learn in a safe, structured environment. Any student that breaks our community values and takes away this right from themselves or others will be subject to disciplinary actions.

A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school sponsored activity; walking to or from school or a school sponsored event; walking to or from, waiting for, or riding on school transportation or a yellow school bus; or walking to or from, waiting for, or riding public transportation to and from school or a school-sponsored activity conducted outside of school. School-related disciplinary offenses may also include misconduct outside of school, such as social media activities or other cyber activities that could reasonably affect the school or affect the learning environment.

School leaders and faculty will use their professional judgment to determine which disciplinary action(s) will be most effective in addressing student misconduct, taking into account the following factors and other relevant issues:

- The age and level of maturity of the student.
- The nature and seriousness of the violation and the circumstances that led to the violation.
- The student's previous disciplinary record
- The effectiveness of other forms of discipline.
- Information from parents or guardians, teachers and / or others, as appropriate.

When a student fails to meet behavioral expectations and a violation of the Discipline Policy, clear and consistent disciplinary action and other consequences will occur as described below. Progressively more serious disciplinary consequences will be imposed on any student who repeatedly commits one or more disciplinary infractions. The school reserves the right to consult with the police when appropriate

Conduct in the Classroom

When students exhibit misbehavior, teachers respond with interventions to redirect them using non-punitive logical consequences. Continued misbehavior has more serious consequences, including referral to the Director of SEL or Assistant Principal.

Withdrawal from the classroom

Atrocious behaviors, including continuous disruption, extreme disrespect for the teacher or others, or any physical altercation, result in removal from class and referral to the Director of SEL or Assistant Principal, followed by a phone call home and/or suspension.

Extra support after school

At the school's discretion, students may be assigned after-school support to reteach, practice, or research expected behaviors. After school support will take place after dismissal and will be assigned to students as a result of, but not limited to, the following:

- Excessive tardiness
- Incomplete or excessive missing homework
- Category I or II behavior violations

After-school support may be assigned the same day as the infraction, but the school will make every effort to notify parents before assigning this logical consequence whenever possible.

Disciplinary actions

The following list is not exhaustive but provides examples of violations of the Code that may have disciplinary consequences. The school may modify the list of behavior violations and consequences from time to time with notice to students and their families.

Category I Behavior Violations

The following behaviors may have consequences determined by the child's teacher or additional support after school. Repeated Category I offenses, based on severity, may be treated as Category II offenses. Category I behaviors can have consequences that may include suspension.

1.1. Non-compliance: Every student must obey all adults in the school, including administrators, teachers, educational assistants, secretaries, custodians, cafeteria workers, and security guards. It is unacceptable for students to respond to adults, be rude or disrespectful, or show non-verbal signs of defiance.

1.2. Behaving in a manner that disrupts the educational process: Classroom and school rules are established to protect the integrity of the learning environment, and students must follow them at all times. Students who cause a disruption by talking, making noises, throwing objects, inappropriate displays of affection, or distracting classmates or the teacher are disrupting the educational process.

1.3. Uniform Violation: Students must wear the school uniform every day.

1.4. School Dishonesty - Students should not engage in academic cheating. Cheating includes, but is not limited to, giving or receiving any unauthorized assistance or giving or receiving an unfair advantage in any form of academic work. Students must not engage in plagiarism, which includes copying someone else's language, structures, ideas, and / or thoughts and representing it as one's original work. A student must not duplicate, reproduce, retain, or illegally use copyrighted material.

1.5. Electronic Media and Communication Devices: Students may not use electronic media and / or communication devices at school. If a student uses such a device at school, in addition to other consequences deemed appropriate by school personnel, the item may be confiscated and held until an adult picks it up.

1.6. Engaging in or causing disruptive behavior on the school bus: Students must obey the bus rules and not engage in disruptive behavior or language. Serious behavior offenses can be classified as Category II or III offenses and treated as such.

1.7. Not being in assigned place: Students should only be in classrooms and other areas of the school to which permission has been specifically granted.

Category II Behavior Violations

The following behaviors may result in suspension or other disciplinary consequences, depending on the circumstances. Repeated Category II offenses can be treated as Category III offenses. Students who repeatedly engage in Category II behaviors or have felony offenses in Category II behaviors may also be subject to long-term suspension or expulsion.

2.1 Truancy and class cuts: Any full or part-time absence from school that is not justified by a parent or legal guardian is considered truancy. Being absent from one or more classes during the school day without permission from school personnel is "cutting classes" and is not allowed.

2.2 Profanity or obscenity: Students must not say or write inappropriate words or make obscene gestures. Students must not draw or show sexually explicit images to anyone at school. Cursing or swearing is also strictly prohibited.

2.3 Play fighting and threatening: Students may not play fighting and / or threatening others as such behavior compromises the safety of the community.

2.4 Smoking: Smoking and possessing any type of tobacco is prohibited at school, on school grounds, or at any school-related activity.

2.5 Alcohol, drugs, and drug paraphernalia: Students are not to bring alcohol, drugs, or any drug paraphernalia to school. They must not manufacture, sell, manipulate, possess, use, deliver or be under any degree of influence of any alcoholic beverage, intoxicant, or drug (legal intoxication is not a requirement). Students must not inhale any substance for the purpose of becoming intoxicated or under the influence. Prescription medications must be delivered to the school by the parent or guardian with the written authorization of a physician. All prescription medications must be administered at school by the school nurse. As described below, possession of narcotics with the intent to sell or distribute is a Category III violation and can lead to immediate suspension, a recommendation for expulsion, and a police referral.

2.6 Pornographic material: Possession or creation of pornographic material is not tolerated.

2.7 Theft: students must not take without permission anything that does not belong to them or have in their possession what they have stolen.

2.8 Disorderly aggressive conduct: students shall not, by any type of conduct (including, but not limited to, violence, force, noise, coercion, threat, intimidation, fear, or passive resistance), cause the disruption, disruption, or obstruction of any school function , activity or event. Students may not urge other students to engage in such conduct for the purpose of causing such disruption or obstruction.

2.9 Gang Activity: Gang activity is defined as a gathering of individuals meeting on an ongoing basis, the purpose of which, in the school's reasonable belief, is to violate school policy. Students are not to wear or display clothing, jewelry, colors, or insignia that a teacher or administrator may reasonably perceive as evidence of gang membership or affiliation or that otherwise symbolizes support of a gang. Students should not use any word, phrase, written symbol, or gesture that intentionally identifies them as gang members or symbolizes gang support, or attempts to recruit others into gangs.

2.10 Defacement or destruction of property: Students must not mark, damage, break, or destroy school property or anything that belongs to another person. Students who destroy or vandalize school property must pay for loss or damage, in addition to other consequences that school personnel deem appropriate.

2.11 Sexual Misconduct or Inappropriate Contact - Students are not to engage in sexual activities of any kind or touch themselves or others in an unacceptable manner. "Unacceptable" is defined using the "reasonable person" standard, for example, if a reasonable person in our community considers a certain action to be rude or offensive, then it is unacceptable.

2.12 Teasing: Students are not to tease, tease, or tease others in a playful or malicious manner.

2.13 Similar Weapons: Possession, manipulation or transmission of any object or instrument that is a "similar" weapon or instrument (eg a rubber knife or a toy gun) is strictly prohibited.

2.14 Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, rude, or degrading language (including racial epithets or sexist or homophobic comments).

2.15 Engaging in inappropriate use of social media: Students may not engage in conduct or communication online that may harass or intimidate any member of the school community, or reasonably cause a disruption to the educational environment.

Category III behavior violations

Any student who engages in any of the behaviors in this category may be suspended or expelled from school.

3.1 Committing assault or assault and battery: Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or other person. Assault is an attempt or threat to physically harm another person; the assault does not require physical contact. Assault is any illegal touching by another person.

3.2 Bullying or "bullying" (including cyberbullying): Bullying is defined as a series of acts or a single negative act (depending on severity) that involves a real or perceived power imbalance, for example where there is a More powerful student (either real or perceived) harasses another less powerful or perceived less powerful student. Bullying can take many forms, including, but not limited to: (1) physical, for example hitting, kicking, spitting, pushing, and taking personal belongings; (2) verbal, eg name calling, malicious teasing,

insults, threats; and (3) psychological, for example, spreading rumors; manipulating social relationships; or participate in social exclusion, extortion or intimidation. Cyberbullying involves the use of information technology, including email, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems in deliberate harassment, threat, or intimidation of the students. Examples include sending mean, vulgar, or threatening messages or images; post confidential and private information about another person (including "sexting") and impersonation.

3.3 Extortion: Students must not force a person, through intimidation, threat or force, to do something that person does not want to do. Students must not participate in the act of securing or attempting to secure money or other items of value from an unwilling person.

3.4 Harassment: Harassment of any kind, including humiliation and discriminatory harassment, is prohibited. Students must not make unwelcome sexual advances or requests for sexual favors; or engage in verbal or physical conduct related to a person's sex, race, color, national origin, sexual orientation, religion, height, weight, marital status, or disability (for example, comments sexual or racial threats, or insults, or unwelcome touching)) Students may not engage in harassment of students off school property in circumstances where such off-campus conduct: 1) affects the educational process; 2) really endangers the health and safety of our students; or 3) reasonably believed to pose a danger to the health and safety of our students. This includes written and / or verbal harassment, including cyberbullying, that materially and substantially disrupts school work and discipline and / or that school officials reasonably forecast is likely to materially and substantially disrupt academic work and learning. school culture.

3.5 Actions against staff members: Harassing (verbal or written abuse or disrespect), intimidating, threatening or physically abusing a staff member is not allowed.

3.6 Weapons: Students must not possess, handle, transmit or use as a weapon any instrument that can be used to injure another person. Weapons include, but are not limited to:

- Firearms: any weapon (including a starter pistol) designed to expel a projectile by the action of an explosive or that can be easily converted into a projectile.
- Explosives - Any prepared chemical or substance that can explode or is capable of inflicting bodily injury or is reasonably likely to cause physical discomfort to another person, including fireworks and firecrackers.
- Knives: any knife or blade of any size.
- Chemicals such as mace, pepper spray or similar substances

- Electric gun; brass knuckles; or blackjack
- Dangerous Goods - Prohibited items not designed as weapons that can be used or perceived as such, including, but not limited to, razors, box cutters, hammers, baseball bats, and metal combs of any length with a sharp handle

3.7 Possession of narcotics with the intent to distribute or sell: Possession of narcotics with the intent to distribute or sell may be cause for immediate suspension, a recommendation for expulsion to the school board of directors, and a referral to officials charged with making obey the law.

3.8 False fire alarms or bomb reports: Students are not to break or activate the fire alarm at any time unless there is an emergency, nor make bomb threats.

3.9 Starting a Fire: Starting a fire or conspiring to start a fire on school property is strictly prohibited.

Half day suspension

If a student needs to go home due to a behavior violation, a parent/guardian must come to school and remove the student from school. Students sent home for behavior infractions are not dismissed unless the parent, guardian, or authorized adult has personally arrived at the school or has given the school permission to dismiss the child to walk home or take public transportation.

Procedures and due process for short-term suspensions

A short-term suspension refers to the removal of a student from school for disciplinary reasons for a period of up to ten (10) days. This includes in-school suspension.

The Superintendent may impose a short-term suspension and must follow due process procedures consistent with applicable federal jurisprudence. Before imposing a short-term suspension, the Superintendent will orally notify the student of the charges against him or her. If the student denies the misconduct, the Superintendent must provide an explanation of the evidence against the student. The student will be given the opportunity to deny or explain the charges against him or her that led to the suspension.

The Superintendent shall immediately notify the parents or guardians in writing that the student may be suspended from school. Written notification will be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address (es) of the parent/guardian. Notification will also be provided by phone if the school has received a phone number for the purpose of contacting parents or guardians.

The notice shall provide a description of the incidents for which suspension is proposed and inform the parents or guardians of their right to request an immediate informal conference with the Superintendent. Both the notification and the informal conference will be conducted in the dominant language or mode of communication used by the parents / guardians if Red Brick staff knows it is not English. At the conference, the parent(s) or guardian(s) of the student and the student will have the opportunity to present the student's version of the incident and ask questions of the complaining witnesses in accordance with procedures established by the Superintendent . Notice and the opportunity for an informal conference will take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or a continuing threat of disruption of the academic process, in which case the notice and opportunity for an informal conference will be held as soon as possible after the suspension, as is reasonably possible.

The decision of the Superintendent may be appealed to the Governing Board, which will make its decision based solely on the record before it. All appeals to the Board must be submitted in writing and sent to the Board within ten (10) calendar days of the date of the Superintendent 's decision, unless the parents or guardians can demonstrate that circumstances extraordinary events prevented them from doing so. The Board of Directors will issue a written decision within ten (10) working days after receiving the appeal. Final decisions of the Board may be appealed to the school's authorizer.

Procedures and due process for long-term suspensions or expulsion

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student for disciplinary reasons. This is the final level of correction.

In determining that a student's action warrants possible long-term suspension or expulsion, the following procedure will be followed, consistent with applicable federal jurisprudence:

- If necessary, the student will be immediately removed from class and/or school.
- The Superintendent will verbally inform the student of the charges and the evidence of such charges; where appropriate, the student will have an opportunity to explain their side of events.
- The Superintendent will immediately notify the student's parents or guardians, in person or by phone.
- The Superintendent shall notify in writing that the school will begin a disciplinary hearing for the student and his / her parents or guardians by personal delivery or

express mail delivery as soon as possible to the last known address of the parent (s) or guardian (s).). Such notice will provide a description of the incident or incidents and state that a formal hearing will be held on the matter that may result in long-term suspension or expulsion. The notice provided must be in the dominant language used by the parent (s) or guardian (s) if Red Brick staff knows that it is not English. The notice will state that, at the formal hearing, the student will have the right to be represented by an attorney (at the family's expense), present and cross-examine witnesses, and present evidence.

- The school will set a date, time and place for the formal hearing, which will be set forth in the written notice described above.
- An audio transcript of the formal hearing will be created and made available to all parties upon request.

The Superintendent, or his/her designee, will serve as the hearing officer and preside over the hearing. The hearing officer's report will be advisory only and the Superintendent of schools may accept or reject all or part of it. A written decision will be issued within five (5) school days after the formal hearing for the student and his / her parents or guardians.

An appeal of the decision may be submitted in writing to the Board of Directors, which will make its decision based solely on the record before it. All appeals to the Board must be submitted in writing and sent to the Board within ten (10) calendar days of the date of the written decision, unless the parents or guardians can demonstrate that extraordinary circumstances prevented them. do what. The Board of Directors will issue a written decision within ten (10) working days after receiving the appeal. Final decisions of the Governing Board can be appealed to the school's authorizer.

Provision of instructions during removal

The school will ensure that alternative educational services are provided to a student who has been suspended or eliminated to help them progress in the general school curriculum. Alternative instruction for suspended students will be of sufficient duration to allow a student to cover all class material, take all tests and exams, keep up with other students, and progress to the next level.

All suspended students have the right to alternative instruction beginning 24 hours after the suspension or expulsion. The dates and times of alternative instruction are listed on the student's suspension letter. All students will receive a minimum of two hours per day of alternative instruction.

For a student who has been expelled, alternative instruction will be provided in the same manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever occurs first.

Instruction will take place at a public contracted facility. One or more of the following persons will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all state law certification requirements.

Gang-Related Activity

A "gang" is defined as any group of two or more individuals whose purposes may include the commission of illegal acts. For purposes of this policy, a "gang" is a prohibited fraternity, or society as defined by the Texas Education Code, Section 37.121. Red Brick Academy prohibits the existence of gangs and gang activity. Students are prohibited from gang involvement or gang activities while at school, at any school facility, at any school-sponsored activity, or on a school bus. Gang activities and gang involvement are described as:

- Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti/tagging, display of identified gang colors, or other affiliation in any gang.
- Committing any act or omission, or using any speech, either verbal or nonverbal
- (tagging, gestures, handshakes, etc.), showing membership or affiliation in a gang.
- Using any speech or committing any act or omission in furtherance of the interest of any gang or gang activity, including but not limited to:
    - Soliciting others for membership in any gangs.
    - Requesting any person to pay for protection or otherwise intimidating or threatening any person.
    - Inciting other students to act with physical violence upon any other person.
    - Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others.
    - Committing any other illegal act or other violation of school district policies.
- Gang Law Violations: A person commits a Class C misdemeanor if the person:
    - is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or
    - is not enrolled in a public school and solicits or coerces another person to attend a meeting of a public school fraternity, sorority, secret society, or

gang or a meeting at which membership in one of those groups is encouraged.

- Students who violate this policy related to gang activity will be subject to disciplinary action that may include suspension or expulsion

Hazing

Red Brick Academy prohibits all forms of hazing. Texas Education Code §37.151 defines "hazing" as any intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization if the act:

- is any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- any type of physical activity, such as sleep deprivation, exposure to the elements,
- confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- is any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Texas Penal Code; or
- involves coercing, as defined by Section 1.07 of the Texas Penal Code, the student to consume a drug or alcoholic beverage or liquor in an amount that would lead a reasonable person to believe that the student is intoxicated, as defined by Section 49.01 of the Texas Penal Code.
- Any student engaging in hazing will be disciplined in accordance with the Discipline Policy. A person commits a criminal offense if the person:
- engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing;
- recklessly permits hazing to occur; or
- has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the Assistant Principal or other appropriate official of the institution.

Discipline for students with disabilities.

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.

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.

We will solidify contracts with community partners should we receive our charter authorization. To date, we have engaged with engaged with community partners such as the 100 Black Men of Houston[1] who could provide mentoring for our male students and Cherish our Children[2] to work with our students who have incarcerated parents. We also plan to build relationships with partners who can facilitate sessions during our staff mental health trainings and family workshops (e.g. English language acquisition and literacy classes). Additionally, Houston has over 40 colleges and universities. We plan to partner with them to support with our staff recruitment efforts and college visits for students and families.

[1] https://100blackmen.org/
[2] https://matchouston.org/presenter/cherish-our-children-international

Attachment 10: Bylaws

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

BYLAWS
OF
RED BRICK ACADEMY, INC.

WHEREAS, the initial Board of Directors of Red Brick Academy, Inc. (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c 3 as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Red Brick Academy, Inc."

1.02 OFFICE: The principal office of the Corporation will be located at 5702 Arabelle Lake Str., Houston, Texas 77007.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS & RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First 1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

a Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

c Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and he notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

a Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

c Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS
NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four 24) hours in advance to every director at his/her address email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action By Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth 10 th day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

a Amendment of a certificate of formation [or articles of incorporation];
b) Voluntary winding up under Chapter 11;
c A revocation of a voluntary decision to wind up under Chapter 11;
d) A cancellation of an event requiring winding up under Chapter 11;
e A reinstatement under Section 11.202;
f) A distribution plan under Section 22.305;
g) A plan of merger under Subchapter F;
h) A sale of all or substantially all of the assets of the Corporation;
i A plan of conversion under Subchapter F; or
j A plan of exchange under Subchapter F

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the

distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert s Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE
DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3 consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three 3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein. Notwithstanding the foregoing, the three founding directors will draw lots to determine which of the three directors will serve an initial five-year term, four-year term, and three-year term.

3.05 VACANCY: The Board of Directors will vote to appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.
3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS: The Board shall adopt and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

a Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
b) Final authority to adopt or amend the budget of the charter holder or the charter school;
c Final authority to authorize the expenditure or obligation of state funds or the use of public property;
d) Final authority to direct the disposition or safekeeping of public records;
e Final authority to adopt policies governing charter school operations;
f) Final authority to approve audit reports; and
g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FOUR
OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 ELECTION: The officers of the Corporation will be elected each year by the Board of Directors at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or

other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE
COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished, or any committee member removed for any reason and at any time by the Board of Directors.

5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless a the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith

or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

a The assets and liabilities of the Corporation as of the end of the fiscal year.

b) The principal changes in assets and liabilities during the fiscal year;

c The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.

d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

e The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated ____12/21_____, 2020, pursuant to the BOC.

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.

RED BRICK ACADEMY, INC.
CONFLICT OF INTEREST POLICY

Article I

Purpose

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

Article II

Definitions

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

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

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

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

CODE OF ETHICS

Red Brick Academy

The Red Brick Academy Governing Board (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of Red Brick Academy.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the Texas Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for Red Brick Academy
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of Red Brick Academy as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of Red Brick Academy and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of Red Brick Academy

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the Texas Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and Texas Board of Education Standard, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member

accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the Texas Board of Education in accordance with the rules and regulations of the Texas Board of Education. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

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. The required affidavit template is available in the *Additional Attachments PDF Forms* document on the New Operator 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.**

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***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.**

Please note that the form formatting for the affidavits were misaligned after downloading. In response to the note in the checklist, #4 is not labeled in the affidavits but the content is included. For each affidavit in the first set of questions,

- #2 corresponds to #2 and #3 in the original form. After downloading, the original prompts for questions 2 and 3 were combined into a single question which misaligned the numbering.
- #3 corresponds to #4 in the original form.

CURED DURING REMEDY PERIOD

CRYSTAL BARROW MCKINNEY, CPA

5821 Petty St, Houston, TX 77007| 248.470.7368 | crystallatrice@gmail.com

EDUCATION

Certified Public Accountant - Michigan State Board of Accountancy & Texas State Board of Accountancy

University of Michigan | Dearborn, Michigan | Masters of Science, Accounting

University of Michigan- Stephen M. Ross School of Business | Ann Arbor, Michigan | Bachelor's of Business Administration (Accounting & Finance)

EXPERIENCE

START UP:

Gayanga Co. (Demolition) — Houston, TX/Detroit, MI
Controller/Chief Financial Officer — 03/2019-Present

- Creation of business plan that allowed for first $1M of traditional bank capital financing (~$8M annual revenue)
- Creation of metrics, KPIs and company wide stretch goals which contributed to a 50% reduction in overhead
- Preparation of financial statements and related footnotes, budgeting, forecasting, monthly projections, application and certification renewals (Disadvantaged Business Enterprise, MDOT prequal, Minority Owned Business Enterprise)
- Responsible for quarterly reviews/presentations to business partners.

Benjii Inc. **(Techstars Semi-finalist 2014; exit July 2018)** — Houston, Texas
Co-Founder/Chief Product Officer — 07/2014-07/2018

- Co-founder of a fintech created with the intent to provide economic empowerment to underserved communities; services include financial reporting, accounting and tax preparation for small business owners.
- Responsible for creation of front and back-end accounting platform design and functionality; daily interaction with technical development team, assisting with the implementation of application programming interfaces.
- Creation of process and procedures, managing all internal accounting functions, IRS compliance, allocation of funds/investments and forecasting, financial reporting, and tax preparation (business and personal returns).

BUSINESS CONSULTING:

Robert Half: Quanta Services — Houston, TX
Integration Consultant — 01/2018-03/2019

- Responsible for parallel testing in conjunction with Hyperion implementation.
- Creation of monthly reconciliation templates between HE and HFM for balance sheet and income statement financial and non-financial accounts, creation and validation of standard reports, user acceptance testing.
- Created and facilitated Hyperion training for the Consolidations group. Systems utilized include Hyperion Enterprise, HFM, FDMEE, Essbase and advanced excel (pivot tables, v-lookups).

Direct Energy/Centrica — Houston, TX
Franchise FP&A Manager — 09/2017-01/2018

- Responsible for analysis of annual budget, monthly variance analysis, site visits to potential franchisees and presentation of recommendations to senior VPs.

Robert Half: Haliburton — Houston, TX
Integration Consultant — 07/2015-06/2016

- Responsible for data analytics and financial modeling utilized by various parties including Regional team, Product Service Lines, Supply Chain and Integration Leadership team, for proposed merger of Halliburton and Baker Hughes.
- Participated as a lead in developing and monitoring baseline costs used a basis for tracking potential synergies.
- Responsible for reviewing proposed synergies including analyzing hypotheses, underlying assumptions, and metrics.

CORPORATE:

Praxair Services Inc. — Woodlands, Texas
Financial Controller/Associate Finance Director — 07/2016-07/2017

- Accountable for integrity and accuracy of financial statements, month end close, variance analysis and forecasting.
- SOX compliance, contract analysis, six sigma/productivity validation, capex validation and cost center management.
- Support PSI financial and accounting requirements and provide guidance on overall policies and regulations.

- Automated accounting processes and procedures including streamlining of billing processes resulting in a decrease in DSO on average of 10 days and savings of approximately 40 man hours per month.
- Partnering with PSI President, Operations management and functional staff to identify operational and financial issues; Prepares monthly business reviews for discussion with senior management; 7 direct reports.

Baker Hughes Incorporated Houston, Texas

Financial Planning and Analysis Manager – Industrial Services Portfolio 1/2013-7/2014

- Responsible for budgets, presentations to executive team, monitoring of actual to plan with direct involvement from Operations, for BHI downstream chemicals, Process & Pipeline Services and Other Industrial business segments.
- Assisting in the accounting and compliance adherence related to M&A initiatives; analysis and monitoring of KPIs.
- Directly reporting to Vice President Finance, ISP.

Dubai, United Arab Emirates

Finance Manager – BHI Africa Region 12/2011-1/2013

- Assigned team lead (one year expat assignment, with 3 direct reports) to establish new Middle East- Regional Accounting Center to centralize finance and accounting related tasks as well as standardize business processes.
- Facilitating close with local Country Accounting Centers functioning as a liason between local leads and HQ.
- Facilitates/leads local training sessions including – HFM, SAP, Essbase and other finance related courses.

Houston, Texas

Reporting and Consolidations - BHI North Africa Region 4/2010-12/2011

- Responsible for overall consolidations for North Africa, asset impairment review, including monitoring of the close process and preparation of SOAP entries, as necessary, to ensure timely and accurate financial results.
- Analysis of trends and researching/explanation of significant fluctuations related to revenue and costs of sales utilizing SAP cost center reports, HFM smartivew, etc. necessary for revenue flash report reviewed by Vice President, EFO.

Senior Financial Reporting & Planning Analyst- BHI Shared Services 1/2009- 4/2010

- Maintains HFM consolidations including monitoring of system issues, reporting package preparation, CTA allocations, chargeouts and resolving data validation issues prior to submitting worldwide actual and plan data to HQ.
- Assisted in preparation of quarterly budgets, analyzing the basis of plan numbers and related variance explanations, including creation of divisional plan presentations and templates utilized by VP and Director of Operations**.**

Visteon Corporation Van Buren Township, Michigan

Senior SEC Reporting Analyst II 2006-2009

- Created footnotes, creation of parent company statements, statement of cash flows and other SEC required filings.
- Monthly analysis of the company's planned restructuring actions to ensure that costs were consistent with FAS 112 - post-retirement benefits, FAS 146 - exist/disposal costs and FAS 88 - pension plans; included monthly meetings with Operations to obtain an understanding of the business, status of contract negotiations and planned facility closures.
- Preparation of various cost benefit analysis included comparison of margins, lease analysis and average cost per head to assist Operations in M&A due diligence related to strategic initiatives.

Deloitte Detroit, Michigan

Senior Audit Associate 9/2003-1/2006

- Responsible for audit procedures, planning, budgeting, detail testing, financial analysis, etc, for year-end, quarterly reviews, SOX testing, agreed upon procedures and employee benefit plans.
- Specializing in energy & utilities and real estate with an understanding of various synfuel manufacturing process and REIT guidelines including creation/development of special purpose entities.
- REIT analysis required quarterly analysis of funds from operations, average rent increases, potential growth based on market trends to determine portfolio sustainability.
- Duties entail supervising staff of up to 5 individuals and providing performance feedback.

VOLUNTEER:

- **Red Brick Academy (Charter School)** – Member of the Board of Directors (2020 – current)
- **Journi** (www.journi.org) – Successful submission/completion of 501C3 tax exempt status (Federal & State), completes W2/W3, 1099 and 990 annual tax filings
- **Developing Despite Distance** (www.developingdespitedistance.org) – Assistance with budget analysis; successful submission of 501C3 tax exempt status (Federal & State), in process
- **New Hope Rosenwald School** (www.newhoperosenwald.org) – Volunteer for school restoration

Skills: HFM, Hyperion Enterprise, FDMEE, DRM, IBM M&A Accelerator, SAP, Essbase and Hyperion Planning, Microsoft Applications, SharePoint, DRM, advanced statistics, QuickBooks, Startup, Entrepreneurship, Leadership

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

BACKGROUND

Full Legal Name: Crystal McKinney

Home Mailing Address: 5821 Petty St, Houston, TX 77007

Phone Number: 248-470-7368

E-mail Address: crystallatrice@gmail.com

Business Name: Gayanga Co

Business Mailing Address: 1120 W Baltimore, Ste 200, Detroit, MI 48202

Business Phone Number: 313-230-4930

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

○ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As mother to a 4 year old son, I understand the challenges faced by children of color in traditional school settings including lack of diversity, lack of cultural understanding and limited emotional support systems in academic settings. I believe Red Brick Academy (RBA) will address these issues while developing individuals who will have the tools to be successful. In addition, I appreciate Brittney's (RBA's founder) passion about her mission and creation of the school.

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

Role is to promote and/or maintain the school's mission, ensuring the school remains in compliance with laws and charter and providing fiduciary oversight. In prior roles I've had to report to a board of directors so I have an understanding of the board's role and the role of management.

3. Describe the specific knowledge and experience that you would bring to the board. **I'm a CPA with over 15 years of experience. I was co-founder of a fin-tech that had a successful exit in**

2018. This experience granted me the opportunity to work with nearly 100 different business owners, individuals and/or organizations including the formation, accounting, governance for a handful of nonprofit and vocational schools, including completing the accreditation process through the Texas Department of Licensing and Regulations for a barber school.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs? **Red Brick Academy provides an equitable educational experience in an inclusive environment that prepares all scholars to succeed in college and the future of their choosing.**

2. What is your understanding of the school's proposed educational program? **The school is based on 5 pillars of success: (1) college preparatory curriculum, (2) high quality teachers, (3) strong family partnerships, (4) social and emotional learning programs and (5) data driven decisions.**

3. What do you believe to be the characteristics of a successful school? **Focus on inclusivity and ability to prepare students for higher learning, developing and building up the whole child – not only academic but emotional and social support systems.**

4. How will you know that the school is succeeding (or not) in its mission? **STAAR results, parent and staff surveys.**

GOVERNANCE

1. Describe the role that the board will play in the school's operation. **Board will provide oversight in the direction and goals of the school; evaluating and supporting and holding superintendent accountable; evaluating the efficacy of school programing; ensuring governance and not management; ensuring that budgeting and the financial components of the school program are strong.**

2. How will you know if the school is successful at the end of the first year of operation? **The majority of students are proficient in all areas of statewide standardized tests (ie. at least 60% passing rate on the STAAR exam).**

3. How will you know at the end of four years if the school is successful? **The majority of students are not only proficient in all areas of statewide standardized tests but also exceed scores in the applicable school district (ie. at least 5% higher).**

   Financial Goals: RBA not only successfully completes annual financial audits but scores at least "above standards" on Financial Integrity Rating System of Texas by maintaining strong internal controls, budgeting and accurate financial reporting and ensuring that all audit concerns are resolved.

   Operational Goals: The Board will effectively function and performing its duties including attending required trainings, formally reviewing the school's Superintendent, jointly create a strategic plan and process improvement.

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

school is successful? **Providing oversight, ensuring compliance with laws and the school's charter, receiving, and discussing regular updates at board meetings, providing support to leadership to ensure school is reaching all goals.**

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? **Notify the chairman of the board and superintendent. According to RBA's bylaws "Any director may also be removed with or without cause upon two-thirds majority vote of all remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause."**

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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

X 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

X ○ 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 management company of the school?

○ Yes

X ○ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

X ○ 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

X ○ 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

X ○ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, **Crystal McKinney**

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

Date

1/12/2021

LA CRESHA A WARE
Notary Public - State of Michigan
County of Wayne
My Commission Expires Dec 26, 2026
Acting in the County of Wayne

Joel Muñoz Jr.
9610 Champions Cove Dr. • Spring, TX 77379
Phone: (832) 364-4196 • E-mail: joel.munoz2002@gmail.com

Education

Stephen F. Austin University – Nacogdoches, TX. **Graduation: 2018**

- Master of Education in Educational Leadership

University of Houston – Main Campus, Houston, TX. **Graduation: 2007**

- Bachelor of Business Administration - Management

Work Experience

Promise Community Schools - Baker-Ripley Charter School **2019–Present**
Principal

- Coach, manage and support 42 staff members to ensure high quality instruction and high expectations for students
- Lead instructional and cultural rounds with the leadership team to gather data and make school wide and classroom decisions to maximize instructional time, create support and action plans and differentiate professional development
- Allocate community and agency resources to students, parents, staff and community members in partnership with our community center and partners
- Gather, analyze and utilize data to drive instructional practices, professional development and decision-making
- Manage the development and retention of high-caliber teachers and staff, and the campus process for recruitment and selection

IDEA Public Schools – Weslaco, TX. **2018–2019**
Principal (Residence Program)

- Collaborate with senior leadership to make decisions that will drive the school to meet established goals for the year and become an A school as rated by TEA (A school 3 years in a row)
- Coach and manage a cohort of teachers and members of the leadership team to ensure our students are meeting To and Through College program
- Lead instructional and cultural rounds with the leadership team to gather data and make school wide and classroom decisions to maximize instructional time, create support and action plans and differentiate professional development
- Create and lead differentiated professional development to support teachers with individual needs
- Analyze data (90/60/30) and ensure that the best coaching is taking place to support and coach each teacher

Houston Independent School District – Stephen F. Austin H.S. **2016–2018**
Assistant Principal (9-12)

- Coach, support, manage and appraise 17 teachers and 7 support staff members to ensure that students are achieving high academic results and on track to graduating from high school
- Analyze data and create strategic plans that support academic achievement in all core subject areas
- Lead the team in creating and implementing systems, procedures and interventions for 1900 students school-wide along with additional support with overall attendance, academics and behavior (RTI and IAT)
- Serve as a member of the leadership team in order to help make instructional, operational and cultural decisions that will be best for the school, our students, our families and the community
- Create and implement testing plans for AP, STAAR/EOC and PSAT Testing

YES Prep Public Schools – White Oak Campus **2013–2016**
Founding School Principal

- Analyze key sources of data to identify school priority areas, invest stakeholders in the school strategy, monitor progress towards identified metrics, and adjust strategies to ensure continued growth
- Establish, model, and uphold a strong student, staff, and parent culture in which the behaviors of the school's stakeholders represent YES Prep and campus values
- Manage student persistence that leads to college graduation, focusing on intervention strategies and increasing persistence for all students and sub-populations
- Coach, support, and develop effective school leadership team members and other leaders on campus to develop growth in performance

- Manage the development and retention of high-caliber teachers and staff, and the campus process for recruitment and selection
- Create and manage a multi-million dollar budget to meet the needs of the campus and maintain financial stability

YES Prep Public Schools – West Campus **2010-2013**
Founding Middle School Dean of Students & Assistant Principal

- Managed a team of 17 teachers, Student Support Counselor, Grade Level Chairs & SPED Teachers
- Engaged with parents and families to support students academically, behaviorally and socially
- Observed teachers in the classroom and provided aligned feedback to classroom management and teaching practices
- Created and oversaw behavioral systems and procedures to support students and staff
- Executed the academic and behavioral intervention system for the middle school
- Assisted the School Director with hiring and staffing
- Collaborated with Deans and Principals in the system to align MS and HS expectations, share best practices, and implement new initiatives

YES Prep Public Schools – East End Campus **2006-2010**
Founding Middle & High School Teacher, Grade Level Chair & Clubs Coordinator

- Built strong relationships with parents, students and staff members to cultivate a community of learning
- Differentiated instruction for groups of students with varying educational needs
- Met all school-wide, grade-level, and department yearly goals
- Incorporated a variety of instructional methods in order to maximize the potential of every student
- Analyzed data to provide targeted instruction to students in order to increase student achievement
- Collaborated with colleagues to design original, engaging, and objective-driven lesson activities differentiated for a diverse group of students

Leadership Development

Buck Institute for Education: PBL World – Napa Valley, CA.	**2017**
Breakthrough Coach - Austin, TX.	**2015**
The Together Leader Training – Houston, TX.	**2012**
KIPP School Leadership Program – New York, NY.	**2011**
RICE University AP Institute – Houston, TX.	**2008**

Awards

Kinder Excellence in Teaching Award	**2010**

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

BACKGROUND

Full Legal Name: Joel Munoz Jr.

Home Mailing Address: 9610 Champions Cove Dr. - Spring, Texas77379

Phone Number: 832-364-4196

E-mail Address: Joel.munoz2002@gmail.com

Business Name: Baker Ripley - Promise Community Schools

Business Mailing Address: 4450 Harrisburg Houston, Tx. 77011

Business Phone Number: 713-667-9400

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

○ Yes

■ No, does not apply to me

If Yes, state the name of the entity

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

- The mission of the school is the sole reason behind my motivation to serve on the board of Red Brick Academy. Being able to provide all students an equitable educational experience in order to succeed in college and the future of their choosing is powerful and vital for the students that will be served. Providing a curriculum that will set up all students, creating strong relationships, making data-driven decisions, having support for social and emotional learning as well as having high quality teachers to help drive this work is combination that inspires me to be involved.

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

- The board is essentially responsible for ensuring the overall success of the school as it relates to accountability, outcomes and goals, compliance and judiciary oversight. In my experience, I have been part of board meetings in the past as a school leader in a charter setting and can bring perspective, experience, input and feedback that align to overall mission of the school.

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3. Describe the specific knowledge and experience that you would bring to the board.
   - I have been in education for 15 years as a teacher, dean, assistant principal and principal with 13 of those years in a charter setting. My experience includes leading teams to reach exceptional student achievement outcomes, creating a positive school climate that fosters learning with high expectations and ensuring that students are set up on a trajectory where they can be successful in college and in life.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?
   - The mission is for all students to receive a high-quality, equitable education where they are able to be set up for success in college and a future of their choosing. Every child deserves access and the sense of belonging to be part of an outstanding school where they have highly-trained teachers with an unwavering commitment to the success of each child at that school.

2. What is your understanding of the school's proposed educational program?
   - The proposed educational program is a combination of having high-quality teachers, laying a foundation of strong relationships with families and making data-driven decisions to provide targeted instruction for students in both the academic and social emotional categories.

3. What do you believe to be the characteristics of a successful school?
   - Having a clear vision of ensuring that every single child is getting a high-quality education and being placed on a path to success in college and beyond comes with the belief, commitment and hard work to be successful. In addition, outstanding academic outcomes that demonstrate students are achieving at high levels in math and reading as well as developing trust and relationships with families is critical to the success of the school. High expectations for students and staff is a piece that is also very important as this will ensure that we are never settling for anything other than exemplary.

4. How will you know that the school is succeeding (or not) in its mission?
   - We will know that the school is succeeding by TEA's accountability ratings as it relates to student achievement data with the STAAR test. We will look at the overall data for each student in all content areas to ensure that students are meeting their growth goals as well as achieving at the meets and mastery levels. In addition, surveys for students, families and staff will provide data points to measure our success in various aspects of the school and our mission. Lastly, with a focus on talent, we will gather data and information via staff evaluations to ensure that we are meeting high expectations at all levels of the school.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.
   - The role of the board is to have governance for the school which will provide oversight of the direction and goals of the campus. In addition, the board will support, evaluate and hold the superintendent accountable for achieving goals of the campus as well as evaluating the overall efficacy of school programming. Lastly, I will ensure that the academic programming is aligned with the school's mission, of high-quality and on track to reach outstanding academic outcomes.

2. How will you know if the school is successful at the end of the first year of operation?
   - We will ensure that we are fully enrolled with our enrollment numbers for year one with our

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targeted grade levels. We will also ensure that at least 60% of students are on grade level for math and reading and ultimately earning a B rating from TEA for year one.

3. How will you know at the end of four years if the school is successful?
   - We will ensure that at least 80% of students are on grade level for math and reading and ultimately earning an A rating from TEA after 4 years.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   - Ensure that we are providing oversight for the direction and goals of the campus, evaluating, supporting and holding the superintendent accountable for meeting goals and evaluating the overall efficacy of the programming are the primary steps. In addition, we will need to receive information and updates around progress and engage in discussions to ensure we are focused on reaching all goals. Lastly, supporting the leader and superintendent as well as following through on all commitments will be essential for the school's success.

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

   - In this case, I would alert the board chair and the superintendent. Doing this in a timely manner is necessary and our obligation as board members as we are the ones that need to uphold the standards of excellence and ethical integrity of the school. According to the bylaws, any director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

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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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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.

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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.

- YES Prep Public Schools (Houston, Texas) – 2007-2015
  - Teacher, dean, assistant principal and principal
- IDEA Public Schools (Weslaco, Texas) – 2018-2019
  - Principal (residence program)
- Promise Community Schools (Houston, Texas) – 2019-Present
  - Principal

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

○ Yes

■ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

■ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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).

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CURED DURING REMEDY PERIOD

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, Joel Munoz Jr.

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

Date 01/14/2021

TIEN LUU
Notary Public, State of Texas
Comm. Expires 10-11-2023
Notary ID 130383495

1/14/2021

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Jacquelyn R. Rex

3918 Southwestern, Houston, Texas 77005 • (956) 270-6211 • jrex@skv.com

EDUCATION

Boston University School of Law, J.D. *cum laude*, May 2015
Activities: *Public Interest Law Journal*, Editor-in-Chief (2014–2015); Edward C. Stone Moot Court Competition, Best Oral Advocate (2013); Homer Albers Prize Moot Court Competition, Best Team, Best Brief (2014); Homer Albers Prize Moot Court, Co-Director (2015); Boston University Civil Litigation Clinic (2013–2014); Latin American Law Students Association (2012–2015)

University of Texas-Pan American, M.A. in Communications, August 2011
GPA: 4.0
Thesis: The effects of teacher nonverbal immediacy and teacher confirmation on the affective learning of secondary students with special needs; presented at Eastern Communications Association Conference, Arlington, VA, 2011

Texas A&M University, B.A. *magna cum laude* in Telecommunications, Minor in Journalism, December 2008
GPA: 3.87 (Cumulative), 4.0 (Major)
Activities: Aggie Players Theatre Troupe; Resident Advisor; Radio ABC, Mexico City (intern, summer 2008)

EXPERIENCE

Smyser Kaplan & Veselka, LLP, Houston, Texas
Associate, May 2018–present

- Involved in all stages of litigation, including investigating claims and drafting initial pleadings; conducting and responding to discovery; deposing witnesses, including experts; drafting and arguing dispositive and non-dispositive motions; negotiating settlements, and preparing for trial in both state and federal courts

Bradley Arant Boult Cummings, LLP, Houston, Texas
Associate, January 2017–April 2018

- Drafted motions to compel arbitration, traditional and no-evidence motions for summary judgment, motions to dismiss, and pleas in abatement for residential and commercial construction disputes
- Successfully argued motions to compel arbitration, summary motions to remove invalid liens, and pleas in abatement in Harris and Galveston County District Courts

U.S. District Court for the Southern District of Texas, The Honorable Rolando Olvera, Brownsville, Texas
Judicial Law Clerk, September 2015–December 2016

- Drafted orders and memoranda concerning commercial contract disputes, employment discrimination, immigration, admiralty, international child abduction, jurisdictional disputes, and statutory and regulatory interpretation
- Managed Judge Olvera's docket, and prepared him for civil and criminal hearings, sentencings, and trials

Teach for America–Houston Summer Institute, Houston, Texas
School Director, Davila and Franklin Elementary Schools, May 2012–July 2012

- Directed all instructional and operational initiatives as acting principal of two school sites, while managing seven staff members, 46 corps members, and 120+ students
- Led all professional development trainings for staff members overseeing low-performing corps members and students

Teach for America–Rio Grande Valley 2009 Corps, Pharr, Texas
Special Education Resource Teacher, Geraldine Palmer Elementary, August 2009–May 2012

- Provided all Mathematics and English Language Arts instruction for students with special needs in grades PK–5
- Created federally-mandated individualized educational programs (IEPs), and behavioral plans for all disabled students

LICENSES & MEMBERSHIPS

- Texas, 2015; Southern District of Texas, 2018; Northern District of Texas, 2020; Fifth Circuit, 2020
- Houston Bar Association – Diversity & Inclusion Committee Co-Chair, 2020–present; Committee Member, 2017–2019
- Houston Young Lawyers Association, Leadership Academy Member 2019–2020; HYLA Member, 2017–present
- Teach for America Houston – Friends and Alumni Fundraising Committee Member, 2018–present

ARTICLES & SPEAKING ENGAGEMENTS

- Defense Research Institute, 5th Circuit Case Update, July 2017
- 5th Advanced Contract & Risk Management for EPC and Heavy Industry Conference – *Finding the Right Balance in Risk Sharing in P3 Projects*, presented January 2018, Houston, Texas
- *TUTSA, Take Two: Amendments, Unresolved Questions, and What It Means for Practitioners*, The Advocate, Spring 2019

CURED DURING REMEDY PERIOD

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

BACKGROUND

Full Legal Name: Jacquelyn Renee Rex

Home Mailing Address: 3918 Southwestern St., Houston, Texas 77005

Phone Number: (956) 270-6211

E-mail Address: jrex@skv.com

Business Name: Smyser Kaplan & Veselka, LLP

Business Mailing Address: 717 Texas Ave., Suite 2800, Houston, Texas 77002

Business Phone Number: (713) 221-2303

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

○ Yes

● No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As a former special education teacher in the Rio Grande Valley and school administrator for Teach for America's Houston corps members, I was drawn to Red Brick Academy's commitment to preparing all students for college and beyond by providing an equitable education in an inclusive environment, and by partnering with families in order to enhance student success.

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

The role of each Red Brick Academy ("RBA") board member includes ensuring RBA is meeting its stated goals, remaining in compliance with its charter, and providing general fiduciary oversight. My prior experience as a classroom teacher of diverse students with special needs gives me a unique perspective that will help inform my decision making for RBA, and my current role as an attorney will help guide how I ensure that RBA is consistently in compliance with its charter.

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

I will bring to the board years of experience as a special education teacher of primarily Latinx students, many of whom were also English-language learners. I will also bring experience as an elementary school administrator in Houston. Finally, I will bring knowledge of state and federal laws to the board through my career as an attorney.

SCHOOL MISSION AND PROGRAM

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

I understand that RBA's mission is to provide all students with an equitable education that prepares them for the future of their choosing, whether that means attending college/vocational program, joining the military, or entering the workforce. RBA believes that creating an inclusive school community—and consistently evaluating the community to ensure it remains inclusive—will help ensure that all students have equitable access to resources and opportunities to be successful.

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

RBA intends to achieve its mission by implementing curriculum through an inquiry-based approach that promotes critical thinking and problem-solving. In order to ensure that goals are being met, RBA is committed to using data to inform decision-making. RBA also believes that fostering strong relationships with families is key to each students' success.

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

I believe that successful schools are committed to preparing all students for college, while also educating them on alternative paths for a successful future. From my experience as an educator, I also believe that developing genuine relationships with families and other community stakeholders is key to ensuring students are successful.

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

We believe that data drive instruction, data collected from student assessments, including STAAR, staff evaluations, and family surveys will inform whether RBA is meeting its goals. Financially, we will know we are successful when there is sufficient cash flow and a balanced budget. Ultimately, we are successful when we are aligned to our mission and students are progressing each year.

GOVERNANCE

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

The RBA board will oversee the direction and goals of the school; evaluate, support, and hold the school leader accountable for meeting RBA's goals; and evaluate the efficacy of RBA's programming. The RBA board will help govern the school, while supporting the school leader who will manage the school. We will be responsible for providing adequate resources to the school to promote and deliver strong results for students.

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

   I will know whether RBA has been successful by comparing school data against RBA's student enrollment and accountability goals.

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

   I similarly will know whether RBA has been successful after four years by comparing school data, including student academic performance on state assessments, staff evaluations, and family surveys, against RBA's accountability goals.

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

   In addition to comparing school data against RBA's accountability goals, I expect to receive regular updates on RBA's progress at board meetings, as well as to support school leaders to ensure that all goals are met.

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

   I would immediately alert the board chair and Superintendent. If removing that board member was in the best interest of the school, I would also vote to remove that director. Per RBA's bylaws, any director may be removed with or without cause upon a 2/3 majority vote of all remaining directors.

CURED DURING REMEDY PERIOD

DISCLOSURES

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

● Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. **I currently work at Smyser Kaplan & Veselka, LLP with prospective board member Sydney Scott.**

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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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.

CURED DURING REMEDY PERIOD

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. **I have no prior experience with charter schools.**

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

○ Yes

● Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

● Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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.

CURED DURING REMEDY PERIOD

CERTIFICATION

I, Jacquelyn Renee Rex

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 Jacquelyn Renee Rex

Date 1/15/21

NOTARY PUBLIC STATE OF TEXAS
MARY ANN ADAMS
Notary ID #10376121
My Commission Expires
February 7, 2022

Mary Ann Adams
1/15/2021

Sydney A. Scott

429 Westmoreland Street Houston, Texas 77006 ♦(832) 465-0080 ♦sydney.a.scott@gmail.com

EXPERIENCE

Smyser Kaplan & Veselka, L.L.P., Houston, Texas **June 2017–present**

Partner

- Represents plaintiffs and defendants in a wide variety of complex commercial matters in state and federal courts, as well as corporations and individuals in white collar criminal cases.
- Representative matters include:
  - Obtained a $3.3 million judgment for an oil and gas operator after a jury trial on a breach-of-contract claim. Performed second-chair responsibilities, which included making the opening statement and conducting a direct examination of witness on damages.
  - Successfully briefed and argued appeal to the U.S. Sixth Circuit Court of Appeals in a matter involving a large class-action settlement facility's dispute with a foreign class of claimants.
  - Representing a family group of mineral interest owners in a multi-million dollar royalty dispute against a large oil and gas operator and its non-operating working interest owners. Advising clients on issues involving operator's Chapter 11 proceedings.
  - Represented a family group of mineral interest owners in a multi-million dollar royalty dispute against large oil and gas operator. Negotiated favorable pre-trial settlement.
  - Represented an energy client in a construction defect dispute against its contractor, involving the multi-project construction and renovation of catalyst processing plant. Obtained favorable pre-arbitration settlement despite contractor initially filing suit in state court.
  - Representing an individual defendant in criminal proceeding in federal court involving charges of wire fraud and money laundering.
  - Represented an individual defendant and a company in criminal and civil antitrust proceedings, involving price-fixing claims. Obtained favorable resolutions in both the criminal and civil proceedings.

Vinson & Elkins, LLP, Houston, Texas **Summer 2011, 2012, October 2015–May 2017**

Litigation Associate

- Worked on complex matters in the areas of commercial disputes, tax litigation, bankruptcy, international investor-state claims, and compliance with the Foreign Corrupt Practices Act.
- Representative matters included:
  - Member of cross-office team that represented a multi-national networking and cybersecurity company in a FCPA investigation with the SEC that involved client's business in several countries.
  - Member of cross-office team that represented one of the largest publicly traded independent shallow-water producers in the Gulf of Mexico in its successful restructuring under Chapter 11.

Volunteer Prosecutor Program, Houston, Texas **October 2015–February 2016**

Volunteer Prosecutor, City of Houston Municipal Courts

- Conducted plea negotiations, as well as prosecuted numerous trials from voir dire through verdict.

U.S. Court of Appeals for the Fifth Circuit, Shreveport, LA **August 2014–August 2015**

Law Clerk to the Honorable Chief Judge Carl E. Stewart

- Conducted legal research and drafted memoranda and opinions on a wide range of civil and criminal issues.

U.S. District Court for the Middle District of Louisiana, Baton Rouge, LA **August 2013–August 2014**

Law Clerk to the Honorable James J. Brady

- Conducted legal research and drafted opinions on a wide range of civil and criminal matters.

Professor Tobias Barrington Wolff, University of Pennsylvania **Spring 2012–Spring 2013**
Research Assistant

- Produced comprehensive initial research file used to draft published law review article concerning deference afforded to district courts' class certification decisions under Rule 23 of the Federal Rules of Civil Procedure.

Norton Rose Fulbright, LLP, Houston, TX **Summer 2012**
Summer Associate

- Performed legal research and drafted memoranda in litigation and labor and employment sections.

Amager Basketball Club, Copenhagen, Denmark **December 2008–April 2010**
Professional Basketball Player/Power Forward

- Won the Danish National Championship (2008-2009).

EDUCATION

University of Pennsylvania Law School, Philadelphia, PA **May 2013**
Juris Doctor

Honors: Articles Editor, *University of Pennsylvania Journal of Constitutional Law*
Activities: Vice President, Black Law Students Association; Penn Law Diversity Committee; Petition Drafting Fellow, Criminal Records Expungement Project; Instructor, Project Peace
Publications: *"One Is Not Born, But Becomes a Woman": A Fourteenth Amendment Argument in Support of Housing Male to Female Transgender Inmates in Female Facilities,* 15 U. PA. J. CONST. L. 1259 (2013)
Acknowledgments: Tobias Barrington Wolff, *Discretion in Class Certification*, 162 U. PA. L. REV. 1897 (2014)

Dartmouth College, Hanover, NH **June 2008**
B.A. English

Honors: Class Marshall*;* Dean's List (2007, 2008)
Activities: Senior Captain, Women's Basketball; Council on Student Organizations

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BAR ADMISSIONS.

Texas
Southern District of Texas
U.S. Court of Appeals for the Fifth Circuit
U.S. Court of Appeals for the Sixth Circuit

COMMUNITY INVOLVEMENT

Board Member, Cherish Our Children, Inc. (2018-present)
Victory Fund Houston, Host Committee (2020-present)
Founding Board Member, Red Brick Academy (2020-present)

INTERESTS AND HOBBIES

Attending sporting events, trying new foods, reading, and spoiling my English Bulldog, Beaux Brady. Currently learning how to play the drums.

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

BACKGROUND

Full Legal Name: Sydney Alexandra Scott

Home Mailing Address: 429 Westmoreland Street, Houston, Texas 77006

Phone Number: 832-465-0080

E-mail Address: Sydney.a.scott@gmail.com

Business Name: Smyser Kaplan & Veselka, LLP

Business Mailing Address : 717 Texas Avenue, Houston, Suite 2800, Texas 77002

Business Phone Number: 713-221-2362

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

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Cherish Our Children, Inc.

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am motivated to serve on the Red Brick Academy's ("RBA") board by my strong conviction that all students, regardless of their race, religion, socioeconomic background or other demographic markers, are entitled to a high quality education in which they are able to learn in a safe, supportive, and inclusive environment.

2. What is your understanding of the appropriate role of a public charter school board member? 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 understand that my role as an RBA board member is to hold the charter school accountable for achieving its mission, metrics, and goals; provide fiscal oversight over the school's budget and other financial obligations; and ensuring that the school is in compliance with all governing laws, regulations, and statutes. I currently serve on the board of a non-profit organization that works with

the students of incarcerated parents where I have similar responsibilities.

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

As a practicing lawyer, I bring a certain expertise as to legal matters and governance issues to RBA's board. While I do not have a specific expertise in education law, I do have the analytical abilities to identify issues that will require the assistance of legal subject matter experts.

SCHOOL MISSION AND PROGRAM

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

The RBA's mission is to provide equitable educational experience to all students, regardless of their background, to prepare them for successful college careers or the successful future of their choosing.

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

The RBA will provide a rigorous curriculum rooted in problem-solving and critical-thinking skills, take a wholistic approach to education that seeks to meet the socioemotional as well as educational needs of students, and find and retain high quality teachers that are dedicated to the students' achievement and overall wellbeing.

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

I believe that the characteristics of a successful school is one where students are excelling academically, the surrounding community and families are actively engaged, and its students are developing an intellectual curiosity that will continue to serve them as the advance in their studies and in life.

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

The most obvious markers of the school's success will be data-based, such as standardized test scores, attendance, graduation rates, and college attendance rates. In addition, positive feedback from our students, families, and overall community will serve as good indicators of school success.

GOVERNANCE

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

The RBA's board will have several roles to ensure the school's continuing success. The board must, for example, provide financial oversight, establish and monitor good governance policies and procedures, provide accountability for the school's administration, and set the strategic vision for how the school will achieve its mission and then ensure that the school's administration is executing that vision.

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

I will know that the RBA is successful after its first year if it has met its student enrollment goals

and motivated and prepared its students to achieve a certain scores on their STAAR and other benchmark exams.

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

I will know that the RBA is successful after four years if enrollment numbers increase year-over-year and students' test scores do the same. In addition, I would consider the RBA to be successful if it's achieving its strategic goals and it has increased community involvement.

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

The Board must be a working board that is actively involved in and collaborating with school administration to ensure that the RBA is meeting its strategic goals and objectives. This will require Board members to hold regular board meetings where the school's progress is examined and its administrators are held accountable for achieving all goals. The Board should also request and review updates, progress reports, and other materials to ensure that the school is progressing and serving the needs of its students.

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

If I discovered that one or more board members were acting unethically or not in the school's best interest, I would disclose this discovery to the board chairman and superintendent. Such unethical behavior or misconduct should be taken seriously and could be cause, under the by-laws, for removal from the board.

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.

Board member Jacqueline Rex is a colleague whom I've known for over two years.

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

(●) Yes

( ) No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I went to college with Brittney Jean-Louis and have known her since 2007.

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, owners, directors, or agents of that provider.

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

( ) Yes

(●) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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.

I am a partner in the law firm of Smyser Kaplan & Veselka, L.L.P.

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 management company of the school?

○ Yes

● Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

● Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Sydney Scott

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 _____

Date: January 14, 2021

NOTARY PUBLIC STATE OF TEXAS
MARY ANN ADAMS
Notary ID #10376121
My Commission Expires
February 7, 2022

Mary Ann Adams
1/14/2021

ROBERT SEPEDA

robert.sepeda@gmail.com **2413 BRUN ST HOUSTON TX, 77019** **559.250.2865**

EXPERIENCE

The Brown Foundation - Houston, TX

Director of Grants Management & Evaluation **2020 - Present**

- Oversees administration of grants process including application preparation and requirements, payments, and reporting. Supports applicants and grantees as needed.
- Leads strategic efforts to improve efficacy of grantmaking procedures for grantees, staff, and Trustees. Incorporates database software to enhance effectiveness of systems.
- Executes analysis of grantee performance to inform stakeholders. Maintains knowledge of community and non-profit issues to support work of grantees, staff, and Trustees.

Greater Houston Community Foundation - Houston, TX

Program & Impact Manager **2019 - 2020**

- Conducted daily operations of Mayor Turner's and Harris County Judge Emmett's $114.6 million Hurricane Harvey Relief Fund, including communicating with senior leadership and development staff of all 126 non-profit grantees.
- Monitored grantee performance, compliance, and requests by assessing grant applications and reports, meeting with grantees, and making recommendations regarding grantee needs.
- Managed evaluation partner in their aggregation and analysis of grantee data. Met regularly to evaluate and steer data projects to improve the Fund's impact throughout the grant period.
- Lead annual report development process and provided content and direction to staff.

Data & Impact Manager **2018 - 2019**

- Downloaded, formatted, and aggregated data from grantee reports for use in public summaries, internal analysis, and performance management.
- Corresponded with grantees to monitor progress on grants, trained grantees on grant system.

Families Empowered - Houston, TX

Data & Project Manager **2015 - 2018**

Data Manager

- Managed data partnerships with 9 charter management organizations in 3 cities, ensuring timely and accurate waitlist data for import, analysis, programs, and data dissemination.
- Configured and maintained users, data, and security on a database with 100,000+ family and student contacts, thousand of accounts, and hundreds of campaigns and reports. Created custom data objects and processes that enhance program tracking and user efficacy.

Project Manager

- Led a $75,000 annual call center over four years, managing and mentoring over 30 college students from low-income backgrounds who called over 40,000 waitlisted families to help them understand their school options, deadlines, and connect them with free resources.
- Consistently met goal of calling 100% of families with a 60% connection rate through constant annual growth including a doubling team and a tripling of parents to support.

Decision Support Analyst **2013 - 2015**

- Analyzed call and survey data to produce reports for funders and decision making processes.

BakerRipley - Houston, TX

Family Development Worker, Head Start **2010 - 2012**

- Supported 164 families across four Houston ISD elementary schools by providing social services and opportunities related to each family's needs, strengths and interests.

ROBERT SEPEDA

robert.sepeda@gmail.com 2413 BRUN ST HOUSTON TX, 77019 559.250.2865

AWARDS, DISTINCTIONS, AND COMMUNITY/BOARD PARTICIPATION

Advisory Board Member - Technology Committee - Momentum Education - Houston, TX **Present**
- Advising education non-profit on technology infrastructure set-up for successful operations.

Scholarship Reviewer - Greater Houston Community Foundation - Houston, TX **Spring 2020**
- Volunteer essay reader and application scorer for high school scholarship applicants.

Project Blueprint - United Way of Greater Houston - Houston, TX *anticipated start date:* **Fall 2020**
- Program preparing leaders of color for leadership roles on nonprofit/public sector boards.

Hispanics in Philanthropy Líderes Fellowship - National **2019 - 2020**
- Fellowship for mid-career Latinx professionals in philanthropy designed to build networks and discuss expanding philanthropic giving for Latinx issues in Latinx communities.

Leadership ISD participant - Harris County, TX **2019 - 2020**
- Program demonstrating school district issues in order to create public education advocates.

Leadership Houston Class of XXXVI participant - Houston, TX **2017 - 2018**
- Civic program designed to teach, empower, and engage Houston leaders in the community.

National Alumni Task Force Member - Education Pioneers (EP) - National **2017**
- Chosen to help assess, identify, and shape EP's national alumni strategy for 2018-2019.

Young Professionals Council Member - DiscoverU - Houston, TX **2017**
- Managed and analyzed fundraiser ticket sales, generating $7K+ in revenue (a 30% increase), whose proceeds directly benefit skill enrichment programs for low-income adolescents.

EPIC Alumni Award recipient - Education Pioneers - National **2016**
- 1 of 10 finalists for the Scott Morgan Award, selected out of 3,000 alumni and 27 semi-finalists, for having demonstrated the most remarkable change for underserved students.

Alumni Board - VP of Network Engagement - Education Pioneers - Houston, TX **2013 - 2015**
- Presided over Texas alumni database and tracked activity and participation engagement.

Education Pioneers Summer Fellow - Education Pioneers - Houston, TX **2012**
- 10 week placement at Families Empowered to develop a Pre-K expansion plan. Led to hire.

Choices in Education Department Rep - BakerRipley - Houston, TX **2011 - 2012**
- Executive team invite to provide feedback during agency development and strategy sessions.

Gates Millennium Scholar - The Bill & Melinda Gates Foundation **Class of 2002**
- Selective scholarship for outstanding students with financial need and leadership demonstration.

CERTIFICATIONS, SKILLS, AND INTERESTS

Software experience: Salesforce CRM, Excel (Advanced), Fluid Review GMS, Tableau

Family Development Credential - University of Connecticut **2012**

Interests: Traveling, running, yoga, and pop culture (particularly live music, classic & foreign film).

Languages: Fluent in written and spoken Spanish.

EDUCATION

Teachers College, Columbia University - New York City, NY **2010**

Masters of Arts, International Educational Development, education policy focus.

Thesis: *Familial Educational Support Systems and Mainstream Conceptions of Parental Involvement: Challenges to Include Latino Immigrant Families*.

University of California, Berkeley - Berkeley, CA **2007**

Bachelors of Arts, Psychology, education minor.

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Red Brick Academy Charter School
Name of Sponsoring Entity:	Red Brick Academy, Inc

BACKGROUND

Full Legal Name:	Robert Sepeda
Home Mailing Address:	2413 Brun St, Houston TX 77019
Phone Number:	559-250-2865
E-mail Address:	Robert.Sepeda@gmail.com
Business Name:	The Brown Foundation
Business Mailing Address:	2217 Welch St. Houston TX 77019
Business Phone Number:	713-523-4372

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

○ Yes
● No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?
   - My motivation to serve on the board of the proposed charter school has to do with the mission and pillars of Red Brick Academy (RBA). As a former low-income K-12 student – knowing that RBA is committed to providing an equitable educational experience aligns with what I believe every student should be deserving of. Having majored in psychology in undergrad – I strongly believe in the social and emotional skills development for students that will take precedence at RBA. Lastly, much of my career has been in supporting families and their children obtain educational goals. As such, having a pillar of and belief in strong family partnerships is a value that I believe is essential to a school's success.

2. What is your understanding of the appropriate role of a public charter school board member? 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.
   - The role of a public charter school board member is to provide accountability in ensuring that the goals of the public charter school are set and met, ensuring that the public charter school is fiscally sound and in compliance of all laws as set fort by the TEA, and working with the

founding director to met the set goals. I have a moderate amount of experience with governance. In my previous role I would interact with and attend governance meetings for the Disaster Relief Fund that I was administering. I got to understand the differences between a board and a committee and got to see the internal workings of each while supporting the work of committee and board members in making the decisions they needed to keep the fund working to the original donors intent. In my current role – I support the work of our board and committee members by preparing information that will help them achieve their goals. I have sat in on approximately 10 types of meetings in the fall and will do the same with another 10 this spring – in all there are nearly 30 governance meetings and as staff our work is to support the operations, administration, and information gathering for the board to grant impactful gifts to organizations in the greater Houston area.

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

- In addition to the governance experience mentioned above – I have operations, community engagement, and strategy/analytical experience that I would bring to the board of directors of Red Brick Academy. During my time at Families Empowered, a non-profit that had several partnerships with charter school districts, I was in the operations team – helping to ensure that our goals were being met and that staff had the tools that they needed to be successful. I ran a call center and was in charge of its operations including managing the $75,000.00 annual budget, hiring of seasonal paid interns, and overseeing the call center software system. Prior to that I, worked with parents directly, both at Families Empowered and during my time in Head Start. I developed a knowledge of social services and organizations supporting families in a variety of ways. While working directly with families waned over the years professionally, my knowledge of community organizations increased exponentially working in philanthropy. This local knowledge and experience in community engagement will help Red Brick Academy connect with the community they find themselves in. In my past three professional experiences I have been the lead in managing, collecting, analyzing, and utilizing data in ways that support the goals and mission of the organization. I know that my understanding of how to use data to inform decision making will be very beneficial to the rest of the board as well as to the founding director and the school itself.

SCHOOL MISSION AND PROGRAM

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

- Red Brick Academy believes that every child is deserving of the same educational expectations and should be prepared to attend a post-secondary institution regardless if they actually decide to pursue one in the long run.

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

- Red Brick Academy believes that strong familial partnerships, a commitment to the students social and emotional growth, and a rigorous post-secondary preparation curriculum taught by stellar teachers will help the school achieve its mission.

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

- I believe that a successful school must have trust built with the families of students and the community. That is the foundation by which the school will be able to be sustainable. In addition to that I believe that the school must be able to clearly articulate their goals while monitoring their progress and adjusting their goals based on inputs of the data they are receiving. The creation and execution of goals has to come from strong leaders and professionals, both on the governance side as well as on the operations side. Red Brick Academy values strong family partnerships and high quality teachers so their beliefs are

consistent with my views on a successful school.

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

- The school will have to demonstrate that their goals are being met through the data and inputs they are receiving. These data sets include but are not limited to student data by way of state assessments (STARR), teacher performance monitoring and evaluations, family input via surveys and forums, staff evaluations, and a system to monitor and see growth for the school's goals as a whole. The purpose of data is to inform decisions makers to perform their role – to make decisions. Therefore, close monitoring of data and taking the appropriate interventions needed once the data shows that goals are not being met will help the school get to closer to succeeding on its mission.

GOVERNANCE

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

- The board plays a critical role: to ensure oversight of the school's goals. They honor the goals of the school and make decisions that will help the school be successful. They do this by holding the superintendent accountable though support and feedback, reviewing components of school operations (programs, community, finances, etc.) and by ensuring that the board is responsible for governance, not day to day operations.

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

- I will know if a school is successful at the end of its first year of operations by comparing the outcomes with the initial goals set out for the first year. Right now that includes a student's performance in English, Math, Science, Social Studies, and Physical Education. In addition to that, staff performance metrics and evaluations will be considered as well as the external goals of the school that the board will be monitoring. Those include financial and operational goals as well as the evaluation of the school superintendent.

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

- I will know if the school is successful after four years if the school has not only exceeded the original goals set out during its first year but has also exceeded them and is successfully working towards a new set of similarly ambitious goals. Ideally the school will be sustainable financially and would be in integrated component of the community, helping it to meet its enrollment goals and ensuring its longevity.

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

- The board will need to understand what the goals are, meet regularly to discuss updates on progress and receive timely information to help inform their knowledge of the progress, utilize their specific skill set to ensure that the subgoals are being met and are being handled the best way that they can be, and they would need to have frequent communication with the superintendent in order to understand what support they may need from an operations and management level.

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?

- If it came to light that one or more members of the school board were acting unethically or in ways that were harmful to the school than I would ensure that the board chair and superintendent were informed so that necessary actions could occur to remove the board member from their duties. According to the by-laws - a 2/3 majority vote would

allow the unethical board member to be relieved of their duties. At any moment when an adult's action towards the school isn't in the best interest of the students than personally I believe that is good reason to remove a board member or other working adult associated with the school.

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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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 management company of the school?

○ Yes

● Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

● Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Robert Sepeda

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

Date 1/25/2020

CURED DURING REMEDY PERIOD

Clear/Reset

Acknowledgment by Individual

WELLS FARGO

State of Texas

County of Harris

On this 15 day of January, 20 21. Before me, Omal Joseph
Name of Notary Public

the undersigned Notary Public, personally appeared
Robert Sepeda

Name of Signer(s)

☐ Proved to me on the oath of _____

☐ Personally known to me

☒ Proved to me on the basis of satisfactory evidence Texas Drivers License
(Description of ID)

to be the person(s) whose name(s) is/are subscribed to the within instrument, and acknowledged that he/she/they executed it.

WITNESS my hand and official seal.

OMAL JOSEPH
NOTARY PUBLIC STATE OF TEXAS
MY COMM. EXP. 01/17/2022
NOTARY ID 13141314-8

Notary Seal

(Signature of Notary Public)

My commission expires 01-17-2022

Optional: *A thumbprint is only needed if state statutes require a thumbprint.*

Right Thumbprint of Signer

Top of thumb here

For Bank Purposes Only

Description of Attached Document

Type or Title of Document
Generation 26 Board member Biological Affidavit.

Document Date 1/15/2021

Number of Pages 7

Signer(s) Other Than Named Above

Account Number (if applicable)

FO01-00000DSG5350-01

DSG5350/595575 (Rev 04 - 09/20)

James Paul Stancil II, Ph.D.
Student Academic Support Specialist
jahmezstancil@gmail.com or 804.909.1145

LinkedIn Website – http://www.linkedin.com/in/mrstancil

About Me

I work in academic support at a Houston-area university. I recently formed a 501 (c) (3) community organization, Intellect U Well, Inc., that promotes media literacy, digital citizenship, and the joy of readying in the Houston area. I also volunteer with 100 Black Men of Metropolitan Houston, which mentors young men, and with the Houston Network of Outdoor Afro, which seeks to reconnect African-Americans with nature and the environment.

Top Skills

Academic Coaching
Budget Management
Community Outreach
Curriculum Development
Customer Service
Digital Journalism
Event Planning
Leadership Development
Learning Management Systems (LMS)
Mentoring
Public Speaking
Program Development
Team Building
Teaching
Technology Integration
Training
Tutoring
Written Communication

Selected Recent Work Experience and Career History

October 2020 – Present
News Literacy Project; Washington, District of Columbia
News Literacy Ambassador (Houston)

June 2018 – Present
Prairie View A&M University; Prairie View, Texas
Coordinator of Tutoring Services

September 2016 – June 2018
iTutor Group; Taipei, Taiwan
Senior Consultant

June 2016 – December 2016
Tutorville Texas; Houston, Texas
Academic Tutor

May 2016 – August 2016
Yancy Life Transition Center; Houston, Texas
Training Specialist

August 2015 – November 2015
John Cooper School; The Woodlands, Texas
Upper School Social Science Teacher (World History I, World History II)

January 2015 – June 2015
Henrico County Public Schools; Richmond, Virginia
History Tutor (US History, World History I, World History II)

August 2012 – June 2014
The Steward School; Richmond, Virginia
Upper School History Teacher (Economics, World Studies II)

August 2004 – June 2012
Hanover County Public Schools; Mechanicsville, Virginia
History and Social Science Teacher (AP Psychology, Psychology I, World History I)

June 2002 – August 2004
Collegiate School; Richmond, Virginia
Director of Learning Bridge Richmond

Honors and Awards

Honored Educator, Hanover County Public Schools (2007, 2008, 2010)
Member of the Year, 100 Black Men of Metropolitan Houston (2017)

Education

1991 – 1995
The University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
Bachelor of Arts, Communication Studies (Media Analysis and Criticism)

1998 – 2001
North Carolina State University; Raleigh, North Carolina
Master of Education, Curriculum and Instruction (Secondary Social Studies)

2008 – 2013
Virginia Commonwealth University; Richmond, Virginia
Doctor of Philosophy, Education (Instructional Leadership)

2016 – 2019
Institute of Metaphysical Humanistic Science; North Port, Florida
Doctor of Philosophy, Metaphysical Science (Anomalous Research)

Recent Certifications

Advanced Level Academic Coach – National Tutoring Association
Advanced Mentor – National Tutoring Association
Advanced Professional Tutoring – National Tutoring Association
Master Tutor/Academic Coach Trainer – National Tutoring Association

Current Professional Memberships and Affiliations

100 Black Men of Metropolitan Houston, Inc.
American Association of Blacks in Higher Education
National Association for Media Literacy Education
National Tutoring Association
Outdoor Afro Houston Network
Texas Association of Black Personnel in Higher Education

Recently Accepted Conference Presentations

Transforming the Learning Curve: Building a Successful Peer Tutoring Program at a Texas HBCU
(National Tutoring Association, March 2020)

Houston Youth P.O.W.E.R. Research – Project (on)/ Organizing / Writing / Editing (and)/ Reporting: Histories of Black + Brown Resistance
(Critical Media Literacy Conference of the Americas, October 2020)

CURED DURING REMEDY PERIOD

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc.

BACKGROUND

Full Legal Name: James Paul Stancil II

Home Mailing Address: 7511 N Linpar Court, Houston TX 77040

Phone Number: 8049091145

E-mail Address: james.stancil@intellectuwell.org

Business Name: Intellect U Well, Inc.

Business Mailing Address:

Business Phone Number: 8049091145

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

X Yes

No, does not apply to me

If Yes, state the name of the entity: 100 Black Men of Metropolitan Houston, Intellect U Well, Inc.

o

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

care deeply about the education of young children in the Houston area. After several meetings and discussions with Mrs. Jean-Louis, I became nterested in helping her to achieve the board's collective mission of creating Red Brick Academy (RBA) that would provide quality and equitable education opportunities for the enrolled students, with an emphasis on inquiry-based learning.

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

have been on several boards over the years and understand the responsibilities of board membership, like that for Red Brick Academy - rests under academic, financial, and organizational oversight. Academic oversight in terms of helping all students who attend the school to achieve academic success, financial responsibilities in terms of good financial governance of the school, and helping to raise funds when needed and necessary from my personal contacts and through grant writing to help us to achieve our collective mission, and of course the general organizational oversight, making sure the Red Brick Academy runs well holistically from "top to bottom." I understand that being on a board makes me responsible for helping to ensure RBA reaches its goals and remains in compliance with all state and federal laws. We are also responsible for hiring, evaluating, supporting and setting the compensation for the Superintendent. The Superintendent will be our only hire.

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

have experience in grant writing, curriculum development, instruction, tutoring, and community engagement. I taught middle school and high school for twenty years, have written successful grants for several non-profit organizations over the past twenty years, wrote an African-American studies curriculum for a school district and an independent school in Virginia, and have worked as a nationally-certified tutor for the past six years at the K-12 and university level In addition, I have designed, developed, and implemented many community programs for 100 Black Men of Metropolitan Houston since 2016, mainly focused on middle and high school students.

SCHOOL MISSION AND PROGRAM

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

understand that the school is dedicated to providing quality education for all students, making connections with family, and helping to ensure that ts students are prepared for postgraduate life.

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

understand that the school will provide instruction for middle school students, focusing on the founding pillars of Red Brick Academy, including a college preparatory curriculum, strong family partnerships, and socio-emotional learning programs.

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

A strong and caring leader focused on high academic results, a well-prepared and engaging curriculum, high-quality teachers, student progress and development, supporting all learners, and data-driven decision making.

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

School success can be determined by student data from state assessments, Board evaluations, and surveys from staff, students, family members, etc.

GOVERNANCE

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

The board will provide oversight to the school operations and help the school achieve its mission and goals.

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

Success can be measured by meeting attendance goals, and various accountability measures set up by the school leadership. For example, accountability for students and parents on the expectations of regular school attendance, as well as measurements of student learning based on Texas state testing and student report cards.

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

After four years students will show proficiency in important subjects like English and math, science, and social students based on standardized test scores.

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

The board will need to support the school leader as much as possible, and discussing at regularly scheduled board meetings school success

and areas for improvement.

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

As a member of the board, I recognize my duty of care, loyalty, and obedience - a standard set across the remaining members. As such, should a member act unethically, that member and the issue would be brought to the Board Chair to investigate. At the conclusion of the investigation, if found to have acted unethically, that member will be removed from the board by a 2/3 majority vote, per our bylaws.

CURED DURING REMEDY PERIOD

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

X○ 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 management company of the school?

Yes

X○ Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes

X○ 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

X○ 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

X○ Does not apply to me.

If yes, describe the precise nature of your relationship.

CURED DURING REMEDY PERIOD

DISCLOSURES

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

○ Yes

○ XNo, 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

○ XNo, 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

X○ 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, owners, directors, or agents of that provider.

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

○ Yes

X○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

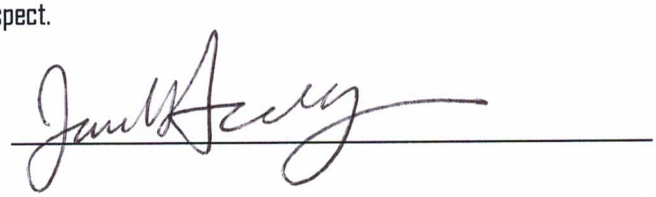
X○ No, I/we or my family do not anticipate conducting any such business. If yes, describe the precise nature of your relationship.

CURED DURING REMEDY PERIOD

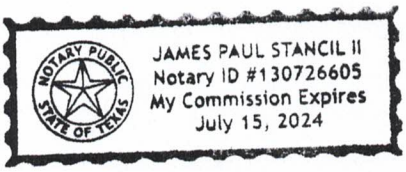
CERTIFICATION

I, James Paul Stancil II

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 

Date 1/17/21



CURED DURING REMEDY PERIOD

MARSHETTE MORGAN TURNER

773.206.9312| Marshette@gmail.com

ADVANCED SKILLS

- Supplier Diversity Professional
- Executive Leadership Training for Women
- Public & Media Relations
- Community Development
- Negotiations Skills
- Critical Thinker
- Strategic Planning
- Event Planning
- Team Building
- Project Management
- Time Management Skills

COMPUTER SKILLS

Systems & Hardware/Software

- WordPerfect Office 2000
- Microsoft Office 97; 98
- DOS
- Windows 95, 98. 2000
- Lotus Notes
- Excel, Power Point, Publisher
- Internet Explorer

PROFESSIONAL QUALITIES

- Aptitude to Interface with C-Suite Executives
- Excellent Communication Skills
- Exceptional Organizational Skills
- Detail Oriented & Reliable

PERSONAL QUALITIES

- Professional & Engaging
- Servant Leader
- Coordination and Crisis Management
- Strong Determination
- Impactful Change Agent
- Personable and Engaging
- Compassionate MBE Advocate

LICENSES & CERTIFICATIONS

Sworn Notary,
State of Illinois
Deputy Registrar,
State of Illinois

HONORS & ASSOCIATIONS

Texas' Top 50 Professionals & Entrepreneurs
National Association of Black Journalists
MBGCT First Ladies Leadership Honoree
Serve on Advisory Board of Diversity Executive Magazine, Save a Girl, Save a World & the Black Women's Expo
Chicago's Most Influential Leaders
Illinois "50 Women of Excellence
Top Ladies of Distinction
Servant Leader Honoree

EDUCATION

DEPAUL UNIVERSITY, CHICAGO, ILLINOIS – BACHELOR OF ARTS, ENGLISH

EXECUTIVE SNAPSHOT

AN UNDENIABLE PROFESSIONAL IN THE NONPROFIT INDUSTRY FOR MORE THAN 18 YEARS THIS SUPPLIER DIVERSITY, EQUITY & INCLUSION EXECUTIVE HAS EXCEPTIONAL LEADERSHIP, PROBLEM SOLVING AND PEOPLE SKILLS. ALSO WELL TRAINED IN TEAM BUILDING, ECONOMIC DEVELOPMENT AND CONFLICT RESOLUTION

CAREER HIGHLIGHTS

2019- Present **Houston Minority Supplier Development Council** **Houston, Texas**
Director, Corporate Services

- Facilitate relationships between MBEs & Corporate America
- Identify contracting opportunities for qualified vendors
- Host Business Opportunity Conferences & Industry Specific Forums
- Engage corporations relative to corporate membership with HMSDC

2017- 2019 **Thompson Hospitality** **Houston, Texas**
Director, Joint Ventures

- Leverage Diversity & Inclusion Strategy in business objectives
- Liaison between Corporate client and MBE customer
- Oversee various accounts in partnership with Compass Group
- Link client recruiting to minority associations and HBCU's
- Identify new markets for business in partnership with our CEO
- Support recruiting & retention of women and minorities on contracts
- Present the Thompson Hospitality platform at QBR's

2014-2017 **State of Illinois Comptroller's Office** **Chicago, Illinois**
Director, External Affairs

- Managed and edited all external communications such as advertisements, speeches and press releases
- Developed and maintained relationships with government agencies, non-profits, minority business owners, private and publicly owned businesses
- Established a non-profit council to establish diversity in government
- Supported minority contractor's retention
- Provided a platform for minority owned businesses to connect with corporations for potential business opportunities
- Collaborated with departments and leadership teams to ensure consistency in Comptroller's Office branding
- Managed a team of 30 full time employees
- Budgeted and managed cost of all departmental operations
- Served as State Conduit and representative for the Chief Fiscal Officer
- Oversaw and hosted public information tours and legislative events

2006 - 2014 **Rainbow Push Coalition** **Chicago, Illinois**
National Program Director| Executive Director

- Enhanced programs for departments (Education, Minority Business Dev, etc)
- Mentored Diversity Suppliers/Managed Supplier Relations
- Facilitated Diversity Training for Trade Bureau Minority Businesses
- Provided a platform for Minority Businesses to connect with major corporations in Chicago, Detroit, New York, Atlanta, Houston and DC.
- Increased annual budget from $12M to $22M over a three year period
- Met with CEO's to underscore the value of supplier diversity inclusion
- Hosted Saturday Morning Forum with Rev. Jesse Jackson, Sr.
- Launched and Managed National Fundraising Events
- Managed 24 full time employees and sub-contractors
- Managed membership base of the International Trade Bureau

MARSHETTE MORGAN TURNER

773.206.9312| Marshette@gmail.com

ADVANCED SKILLS

- Supplier Diversity Professional
- Executive Leadership Training for Women
- Public & Media Relations
- Community Development
- Negotiations Skills
- Critical Thinker
- Strategic Planning
- Event Planning
- Team Building
- Project Management
- Time Management Skills

COMPUTER SKILLS

Systems & Hardware/Software

- WordPerfect Office 2000
- Microsoft Office 97; 98
- DOS
- Windows 95, 98. 2000
- Lotus Notes
- Excel, Power Point, Publisher
- Internet Explorer

PROFESSIONAL QUALITIES

- Aptitude to Interface with C-Suite Executives
- Excellent Communication Skills
- Exceptional Organizational Skills
- Detail Oriented & Reliable

PERSONAL QUALITIES

- Professional & Engaging
- Servant Leader
- Coordination and Crisis Management
- Strong Determination
- Impactful Change Agent
- Personable and Engaging
- Compassionate MBE Advocate

LICENSES & CERTIFICATIONS

Sworn Notary,
State of Illinois
Deputy Registrar,
State of Illinois

HONORS & ASSOCIATIONS

Texas' Top 50 Professionals & Entrepreneurs
National Association of Black Journalists
MBGCT First Ladies Leadership Honoree
Serve on Advisory Board of Diversity Executive Magazine, Save a Girl, Save a World & the Black Women's Expo
Chicago's Most Influential Leaders
Illinois "50 Women of Excellence
Top Ladies of Distinction
Servant Leader Honoree

EDUCATION

DEPAUL UNIVERSITY, CHICAGO, ILLINOIS – BACHELOR OF ARTS, ENGLISH

EXECUTIVE SNAPSHOT

AN UNDENIABLE PROFESSIONAL IN THE NONPROFIT INDUSTRY FOR MORE THAN 18 YEARS THIS SUPPLIER DIVERSITY, EQUITY & INCLUSION EXECUTIVE HAS EXCEPTIONAL LEADERSHIP, PROBLEM SOLVING AND PEOPLE SKILLS. ALSO WELL TRAINED IN TEAM BUILDING, ECONOMIC DEVELOPMENT AND CONFLICT RESOLUTION

CAREER HIGHLIGHTS

2019- Present **Houston Minority Supplier Development Council** **Houston, Texas**
Director, Corporate Services

- Facilitate relationships between MBEs & Corporate America
- Identify contracting opportunities for qualified vendors
- Host Business Opportunity Conferences & Industry Specific Forums
- Engage corporations relative to corporate membership with HMSDC

2017- 2019 **Thompson Hospitality** **Houston, Texas**
Director, Joint Ventures

- Leverage Diversity & Inclusion Strategy in business objectives
- Liaison between Corporate client and MBE customer
- Oversee various accounts in partnership with Compass Group
- Link client recruiting to minority associations and HBCU's
- Identify new markets for business in partnership with our CEO
- Support recruiting & retention of women and minorities on contracts
- Present the Thompson Hospitality platform at QBR's

2014-2017 **State of Illinois Comptroller's Office** **Chicago, Illinois**
Director, External Affairs

- Managed and edited all external communications such as advertisements, speeches and press releases
- Developed and maintained relationships with government agencies, non-profits, minority business owners, private and publicly owned businesses
- Established a non-profit council to establish diversity in government
- Supported minority contractor's retention
- Provided a platform for minority owned businesses to connect with corporations for potential business opportunities
- Collaborated with departments and leadership teams to ensure consistency in Comptroller's Office branding
- Managed a team of 30 full time employees
- Budgeted and managed cost of all departmental operations
- Served as State Conduit and representative for the Chief Fiscal Officer
- Oversaw and hosted public information tours and legislative events

2006 - 2014 **Rainbow Push Coalition** **Chicago, Illinois**
National Program Director| Executive Director

- Enhanced programs for departments (Education, Minority Business Dev, etc)
- Mentored Diversity Suppliers/Managed Supplier Relations
- Facilitated Diversity Training for Trade Bureau Minority Businesses
- Provided a platform for Minority Businesses to connect with major corporations in Chicago, Detroit, New York, Atlanta, Houston and DC.
- Increased annual budget from $12M to $22M over a three year period
- Met with CEO's to underscore the value of supplier diversity inclusion
- Hosted Saturday Morning Forum with Rev. Jesse Jackson, Sr.
- Launched and Managed National Fundraising Events
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- Managed membership base of the International Trade Bureau

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

BACKGROUND

Full Legal Name: Marshette Felicia Turner

Home Mailing Address: 30302 E. Legends Trail Drive, Spring, TX 77386

Phone Number: 773 206 9312

E-mail Address: Marshette@gmail.com

BusinessName:

Business Mailing Address:

Business Phone Number: 773 206 9312

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

○ Yes

✓ No, does not apply tome

If Yes, state the name of the entity: Save a Girl Save a World (SAGSAW)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. Whatwasyourmotivationtoserveontheboardoftheproposedcharterschool?
I'm motivated to serve on the Board of the Red Brick Academy (RBA) Charter School because I believe in a qualitative education for all children. I believe in providing an inclusive environment where a kid feels safe no matter what their circumstances are at home and even more I know that my involvement will afford some children the opportunity to see themselves which will hopefully make them work hard and plan for a bright future.

2. Whatisyourunderstandingoftheappropriateroleofapubliccharterschoolboardmember?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 see my role on the RBA Board as a community servant leader. Knowing that my responsibility is to ensure that we reach our goals and remain in compliance, I understand that my role is critical in the success of our charter school as well as our students.

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

The specific knowledge I will bring to the Board is relationship building, access to corporate partners, government officials and neighboring school districts. I know the value of team building, quality education and excellent communication; all of which I will readily share with my fellow board members. I currently serve as the Director of Corporate Services for a non-profit and I've been in this field of work for 19 years, the knowledge and skills I've acquired over said time period will surely be of great value to the RBA.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?
I understand RBA's mission and guiding beliefs to be to provide a stellar educational experience whereby students will obtain immeasurable success in college as well as in the future of their choosing. We believe that we will be a Blue Ribbon school within the first five years of operation by supplying an equitable education in a safe environment with dynamic professional educators.

2. What is your understanding of the school's proposed educational program?
RBA's educational program is robust yet attainable. We will focus on English Language Arts, Math and Physical Education. Nearly 30 years ago I majored in English while in college and there's something amazing about learning to conjugate verbs and speak properly. Physical education is a must as recent studies (Centers for Disease Control and Prevention or CDC) have shown that obesity affects 1 in 5 school age kids.

3. What do you believe to be the characteristics of a successful school?
A successful school will possess teachers who are passionate about educating students, a superintendent who's present and engaged, a safe environment where kids feel they are seen and heard and that their voices matter and most of all a successful school will plan properly and execute efficiently.

4. How will you know that the school is succeeding (or not) in its mission?
I'll know that RBA is succeeding by the student data from STAAR, from staff and family surveys and from evaluations that faculty and staff will be asked to complete.

GOVERNANCE

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

The board will provide oversight relative to the goals of the school. We will also hold the superintendent accountable by evaluating the efficacy of school programming and ensuring that it aligns with the subject matter.

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

We will know of our success after year one if we've met our student enrollment and accountability goals for RBA.

3. How will you know at the end of four years if the school is successful?
After year four we will know of our success if our students have consistently improved over the years on the STAAR exam.

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

Specifically, the Board will need to receive regular progress reports and updates, we will need to hold one another and the superintendent accountable and the Board must be committed to the process to ensure RBA is successful.

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

I would immediately inform the Board Chairman and the Superintendent of the School of the situation according to the schools bylaws.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members forthe proposedschool.

○ 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 lasttwo years, a schoolemployee.

○ Yes

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

If yes, describe the precise nature of your relationship.

3. Indicatewhetheryou(oryourspouse)knowsanyonewhoisdoing,orplanstodo,businesswith 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

Ifyes,describetheprecisenatureofyourrelationshipandthenatureofthebusinessthatsuch person(s)orentityistransactingorwillbetransactingwiththeschool.

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, owners, directors, or agents of thatprovider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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 withthe provider.

○ Yes

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

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 responseto prior items, you may soindicate.

○ 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 amajority 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, addressesand positions held.**None**

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

○ 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 thegoverning bodyofthesponsoringentityorofthegoverningbodyofthecharterschool?

○ 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 inquestion 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charterschool,orthemanagementcompanyofthecharterschool?

○ 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; anoffence listedinTEC§37.007(a);oranoffencelistedinArticle62.01(5)CodeofCriminalProcedure?

○ Yes
✓ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Marshette F. Turner

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 Marshette F. Turner

Date 1/16/2021

Before the undersigned notary, personally appeared MARSHETTE FELICIA TURNER, proved to me through proper identification to be the person whose name is subscribed to this document.

HARESH R. PATEL
NOTARY PUBLIC
STATE OF TEXAS
MONTGOMERY COUNTY
ON JANUARY 16, 2021

HARESH R. PATEL
Notary Public, State of Texas
Comm. Expires 08-10-2024
Notary ID 132615115

CRYSTAL BARROW MCKINNEY, CPA

[redacted] | [redacted]

EDUCATION

Certified Public Accountant - Michigan State Board of Accountancy Texas State Board of Accountancy

University of Michigan | Dearborn, Michigan | Masters of Science, Accounting

University of Michigan- Stephen M. Ross School of Business | Ann Arbor, Michigan | Bachelor's of Business Administration Accounting Finance

EXPERIENCE

START UP:

Gayanga Co. Demolition — Houston, TX/Detroit, MI
Controller/Chief Financial Officer — 03/2019-Present

- Creation of business plan that allowed for first $1M of traditional bank capital financing ~$8M annual revenue
- Creation of metrics, KPIs and company wide stretch goals which contributed to a 50% reduction in overhead
- Preparation of financial statements and related footnotes, budgeting, forecasting, monthly projections, application and certification renewals Disadvantaged Business Enterprise, MDOT prequal, Minority Owned Business Enterprise
- Responsible for quarterly reviews/presentations to business partners.

Benjii Inc. **Techstars Semi-finalist 2014; exit July 2018** — Houston, Texas
Co-Founder/Chief Product Officer — 07/2014-07/2018

- Co-founder of a fintech created with the intent to provide economic empowerment to underserved communities; services include financial reporting, accounting and tax preparation for small business owners.
- Responsible for creation of front and back-end accounting platform design and functionality; daily interaction with technical development team, assisting with the implementation of application programming interfaces.
- Creation of process and procedures, managing all internal accounting functions, IRS compliance, allocation of funds/investments and forecasting, financial reporting, and tax preparation business and personal returns).

BUSINESS CONSULTING:

Robert Half: Quanta Services — Houston, TX
Integration Consultant — 01/2018-03/2019

- Responsible for parallel testing in conjunction with Hyperion implementation.
- Creation of monthly reconciliation templates between HE and HFM for balance sheet and income statement financial and non-financial accounts, creation and validation of standard reports, user acceptance testing.
- Created and facilitated Hyperion training for the Consolidations group. Systems utilized include Hyperion Enterprise, HFM, FDMEE, Essbase and advanced excel pivot tables, v-lookups .

Direct Energy/Centrica — Houston, TX
Franchise FP A Manager — 09/2017-01/2018

- Responsible for analysis of annual budget, monthly variance analysis, site visits to potential franchisees and presentation of recommendations to senior VPs.

Robert Half: Haliburton — Houston, TX
Integration Consultant — 07/2015-06/2016

- Responsible for data analytics and financial modeling utilized by various parties including Regional team, Product Service Lines, Supply Chain and Integration Leadership team, for proposed merger of Halliburton and Baker Hughes.
- Participated as a lead in developing and monitoring baseline costs used a basis for tracking potential synergies.
- Responsible for reviewing proposed synergies including analyzing hypotheses, underlying assumptions, and metrics.

CORPORATE:

Praxair Services Inc. — Woodlands, Texas
Financial Controller/Associate Finance Director — 07/2016-07/2017

- Accountable for integrity and accuracy of financial statements, month end close, variance analysis and forecasting.
- SOX compliance, contract analysis, six sigma/productivity validation, capex validation and cost center management.
- Support PSI financial and accounting requirements and provide guidance on overall policies and regulations.

Automated accounting processes and procedures including streamlining of billing processes resulting in a decrease in DSO on average of 10 days and savings of approximately 40 man hours per month.

- Partnering with PSI President, Operations management and functional staff to identify operational and financial issues; Prepares monthly business reviews for discussion with senior management; 7 direct reports.

Baker Hughes Incorporated Houston, Texas

Financial Planning and Analysis Manager – Industrial Services Portfolio 1/2013-7/2014

- Responsible for budgets, presentations to executive team, monitoring of actual to plan with direct involvement from Operations, for BHI downstream chemicals, Process Pipeline Services and Other Industrial business segments.
- Assisting in the accounting and compliance adherence related to M A initiatives; analysis and monitoring of KPIs.
- Directly reporting to Vice President Finance, ISP.

Dubai, United Arab Emirates

Finance Manager – BHI Africa Region 12/2011-1/2013

- Assigned team lead one year expat assignment, with 3 direct reports) to establish new Middle East- Regional Accounting Center to centralize finance and accounting related tasks as well as standardize business processes.
- Facilitating close with local Country Accounting Centers functioning as a liason between local leads and HQ.
- Facilitates/leads local training sessions including – HFM, SAP, Essbase and other finance related courses.

Houston, Texas

Reporting and Consolidations - BHI North Africa Region 4/2010-12/2011

- Responsible for overall consolidations for North Africa, asset impairment review, including monitoring of the close process and preparation of SOAP entries, as necessary, to ensure timely and accurate financial results.
- Analysis of trends and researching/explanation of significant fluctuations related to revenue and costs of sales utilizing SAP cost center reports, HFM smartivew, etc. necessary for revenue flash report reviewed by Vice President, EFO.

Senior Financial Reporting & Planning Analyst- BHI Shared Services 1/2009- 4/2010

- Maintains HFM consolidations including monitoring of system issues, reporting package preparation, CTA allocations, chargeouts and resolving data validation issues prior to submitting worldwide actual and plan data to HQ.
- Assisted in preparation of quarterly budgets, analyzing the basis of plan numbers and related variance explanations, including creation of divisional plan presentations and templates utilized by VP and Director of Operations.

Visteon Corporation Van Buren Township, Michigan

Senior SEC Reporting Analyst II 2006-2009

- Created footnotes, creation of parent company statements, statement of cash flows and other SEC required filings.
- Monthly analysis of the company's planned restructuring actions to ensure that costs were consistent with FAS 112 - post-retirement benefits, FAS 146 - exist/disposal costs and FAS 88 - pension plans; included monthly meetings with Operations to obtain an understanding of the business, status of contract negotiations and planned facility closures.
- Preparation of various cost benefit analysis included comparison of margins, lease analysis and average cost per head to assist Operations in M A due diligence related to strategic initiatives.

Deloitte Detroit, Michigan

Senior Audit Associate 9/2003-1/2006

- Responsible for audit procedures, planning, budgeting, detail testing, financial analysis, etc, for year-end, quarterly reviews, SOX testing, agreed upon procedures and employee benefit plans.
- Specializing in energy utilities and real estate with an understanding of various synfuel manufacturing process and REIT guidelines including creation/development of special purpose entities.
- REIT analysis required quarterly analysis of funds from operations, average rent increases, potential growth based on market trends to determine portfolio sustainability.
- Duties entail supervising staff of up to 5 individuals and providing performance feedback.

VOLUNTEER:

- **Red Brick Academy (Charter School)** – Member of the Board of Directors 2020 – current
- **Journi** www.journi.org – Successful submission/completion of 501C3 tax exempt status Federal State), completes W2/W3, 1099 and 990 annual tax filings
- **Developing Despite Distance** www.developingdespitedistance.org – Assistance with budget analysis; successful submission of 501C3 tax exempt status Federal State), in process
- **New Hope Rosenwald School** www.newhoperosenwald.org – Volunteer for school restoration

Skills: HFM, Hyperion Enterprise, FDMEE, DRM, IBM M&A Accelerator, SAP, Essbase and Hyperion Planning, Microsoft Applications, SharePoint, DRM, advanced statistics, QuickBooks, Startup, Entrepreneurship, Leadership

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Red Brick Academy Charter School
Name of Sponsoring Entity:	Red Brick Academy, Inc

BACKGROUND

Full Legal Name:	Crystal McKinney
Home Mailing Address:	[redacted]
[redacted]	[redacted]
E-mail Address:	[redacted]
Business Name:	[redacted]
[redacted]	[redacted]
Business Phone Number:	[redacted]

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

○ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

[redacted] **I understand the challenges faced by children of color in traditional school settings including lack of diversity, lack of cultural understanding and limited emotional support systems in academic settings. I believe Red Brick Academy (RBA) will address these issues while developing individuals who will have the tools to be successful. In addition, I appreciate Brittney's (RBA's founder) passion about her mission and creation of the school.**

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

Role is to promote and/or maintain the school's mission, ensuring the school remains in compliance with laws and charter and providing fiduciary oversight. In prior roles I've had to report to a board of directors so I have an understanding of the board's role and the role of management.

3. Describe the specific knowledge and experience that you would bring to the board. **I'm a CPA with over 15 years of experience. I was co-founder of a fin-tech that had a successful exit in**

2018. This experience granted me the opportunity to work with nearly 100 different business owners, individuals and/or organizations including the formation, accounting, governance for a handful of nonprofit and vocational schools, including completing the accreditation process through the Texas Department of Licensing and Regulations for a barber school.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs? **Red Brick Academy provides an equitable educational experience in an inclusive environment that prepares all scholars to succeed in college and the future of their choosing.**

2. What is your understanding of the school's proposed educational program? **The school is based on 5 pillars of success: (1) college preparatory curriculum, (2) high quality teachers, (3) strong family partnerships, (4) social and emotional learning programs and (5) data driven decisions.**

3. What do you believe to be the characteristics of a successful school? **Focus on inclusivity and ability to prepare students for higher learning, developing and building up the whole child – not only academic but emotional and social support systems.**

4. How will you know that the school is succeeding (or not) in its mission? **STAAR results, parent and staff surveys.**

GOVERNANCE

1. Describe the role that the board will play in the school's operation. **Board will provide oversight in the direction and goals of the school; evaluating and supporting and holding superintendent accountable; evaluating the efficacy of school programing; ensuring governance and not management; ensuring that budgeting and the financial components of the school program are strong.**

2. How will you know if the school is successful at the end of the first year of operation? **The majority of students are proficient in all areas of statewide standardized tests (ie. at least 60% passing rate on the STAAR exam).**

3. How will you know at the end of four years if the school is successful? **The majority of students are not only proficient in all areas of statewide standardized tests but also exceed scores in the applicable school district (ie. at least 5% higher).**

   Financial Goals: RBA not only successfully completes annual financial audits but scores at least "above standards" on Financial Integrity Rating System of Texas by maintaining strong internal controls, budgeting and accurate financial reporting and ensuring that all audit concerns are resolved.

   Operational Goals: The Board will effectively function and performing its duties including attending required trainings, formally reviewing the school's Superintendent, jointly create a strategic plan and process improvement.

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

school is successful? **Providing oversight, ensuring compliance with laws and the school's charter, receiving, and discussing regular updates at board meetings, providing support to leadership to ensure school is reaching all goals.**

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? **Notify the chairman of the board and superintendent. According to RBA's bylaws "Any director may also be removed with or without cause upon two-thirds majority vote of all remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause."**

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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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 management company of the school?

○ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, **Crystal McKinney**

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

Date

1/12/2021

LA CRESHA A WARE
Notary Public - State of Michigan
County of Wayne
My Commission Expires Dec 26, 2026
Acting in the County of Wayne

Joel Muñoz Jr.
9610 Champions Cove Dr. • Spring, TX 77379
Phone: (832) 364-4196 • E-mail: [redacted]

Education

Stephen F. Austin University – Nacogdoches, TX. **Graduation: 2018**
- Master of Education in Educational Leadership

University of Houston – Main Campus, Houston, TX. **Graduation: 2007**
- Bachelor of Business Administration - Management

Work Experience

Promise Community Schools - Baker-Ripley Charter School **2019–Present**
Principal
- Coach, manage and support 42 staff members to ensure high quality instruction and high expectations for students
- Lead instructional and cultural rounds with the leadership team to gather data and make school wide and classroom decisions to maximize instructional time, create support and action plans and differentiate professional development
- Allocate community and agency resources to students, parents, staff and community members in partnership with our community center and partners
- Gather, analyze and utilize data to drive instructional practices, professional development and decision-making
- Manage the development and retention of high-caliber teachers and staff, and the campus process for recruitment and selection

IDEA Public Schools – Weslaco, TX. **2018–2019**
Principal Residence Program)
- Collaborate with senior leadership to make decisions that will drive the school to meet established goals for the year and become an A school as rated by TEA (A school 3 years in a row
- Coach and manage a cohort of teachers and members of the leadership team to ensure our students are meeting To and Through College program
- Lead instructional and cultural rounds with the leadership team to gather data and make school wide and classroom decisions to maximize instructional time, create support and action plans and differentiate professional development
- Create and lead differentiated professional development to support teachers with individual needs
- Analyze data 90/60/30) and ensure that the best coaching is taking place to support and coach each teacher

Houston Independent School District – Stephen F. Austin H.S. **2016–2018**
Assistant Principal (9-12)
- Coach, support, manage and appraise 17 teachers and 7 support staff members to ensure that students are achieving high academic results and on track to graduating from high school
- Analyze data and create strategic plans that support academic achievement in all core subject areas
- Lead the team in creating and implementing systems, procedures and interventions for 1900 students school-wide along with additional support with overall attendance, academics and behavior (RTI and IAT
- Serve as a member of the leadership team in order to help make instructional, operational and cultural decisions that will be best for the school, our students, our families and the community
- Create and implement testing plans for AP, STAAR/EOC and PSAT Testing

YES Prep Public Schools – White Oak Campus **2013–2016**
Founding School Principal
- Analyze key sources of data to identify school priority areas, invest stakeholders in the school strategy, monitor progress towards identified metrics, and adjust strategies to ensure continued growth
- Establish, model, and uphold a strong student, staff, and parent culture in which the behaviors of the school's stakeholders represent YES Prep and campus values
- Manage student persistence that leads to college graduation, focusing on intervention strategies and increasing persistence for all students and sub-populations
- Coach, support, and develop effective school leadership team members and other leaders on campus to develop growth in performance

Manage the development and retention of high-caliber teachers and staff, and the campus process for recruitment and selection
- Create and manage a multi-million dollar budget to meet the needs of the campus and maintain financial stability

YES Prep Public Schools – West Campus **2010-2013**
Founding Middle School Dean of Students Assistant Principal
- Managed a team of 17 teachers, Student Support Counselor, Grade Level Chairs & SPED Teachers
- Engaged with parents and families to support students academically, behaviorally and socially
- Observed teachers in the classroom and provided aligned feedback to classroom management and teaching practices
- Created and oversaw behavioral systems and procedures to support students and staff
- Executed the academic and behavioral intervention system for the middle school
- Assisted the School Director with hiring and staffing
- Collaborated with Deans and Principals in the system to align MS and HS expectations, share best practices, and implement new initiatives

YES Prep Public Schools – East End Campus **2006-2010**
Founding Middle High School Teacher, Grade Level Chair Clubs Coordinator
- Built strong relationships with parents, students and staff members to cultivate a community of learning
- Differentiated instruction for groups of students with varying educational needs
- Met all school-wide, grade-level, and department yearly goals
- Incorporated a variety of instructional methods in order to maximize the potential of every student
- Analyzed data to provide targeted instruction to students in order to increase student achievement
- Collaborated with colleagues to design original, engaging, and objective-driven lesson activities differentiated for a diverse group of students

Leadership Development

Buck Institute for Education: PBL World – Napa Valley, CA.	**2017**
Breakthrough Coach - Austin, TX.	**2015**
The Together Leader Training – Houston, TX.	**2012**
KIPP School Leadership Program – New York, NY.	**2011**
RICE University AP Institute – Houston, TX.	**2008**

Awards

Kinder Excellence in Teaching Award	**2010**

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

BACKGROUND

Full Legal Name: Joel Munoz Jr.

Home Mailing Address: 9610 Champions Cove Dr. - Spring, Texas77379

Phone Number: 832-364-4196

E-mail Address: [redacted]

Business Name: Baker Ripley - Promise Community Schools

Business Mailing Address: 4450 Harrisburg Houston, Tx. 77011

Business Phone Number: 713-667-9400

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

○ Yes

■ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?
   - The mission of the school is the sole reason behind my motivation to serve on the board of Red Brick Academy. Being able to provide all students an equitable educational experience in order to succeed in college and the future of their choosing is powerful and vital for the students that will be served. Providing a curriculum that will set up all students, creating strong relationships, making data-driven decisions, having support for social and emotional learning as well as having high quality teachers to help drive this work is combination that inspires me to be involved.

2. What is your understanding of the appropriate role of a public charter school board member? 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.
   - The board is essentially responsible for ensuring the overall success of the school as it relates to accountability, outcomes and goals, compliance and judiciary oversight. In my experience, I have been part of board meetings in the past as a school leader in a charter setting and can bring perspective, experience, input and feedback that align to overall mission of the school.

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3. Describe the specific knowledge and experience that you would bring to the board.
   - I have been in education for 15 years as a teacher, dean, assistant principal and principal with 13 of those years in a charter setting. My experience includes leading teams to reach exceptional student achievement outcomes, creating a positive school climate that fosters learning with high expectations and ensuring that students are set up on a trajectory where they can be successful in college and in life.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?
   - The mission is for all students to receive a high-quality, equitable education where they are able to be set up for success in college and a future of their choosing. Every child deserves access and the sense of belonging to be part of an outstanding school where they have highly-trained teachers with an unwavering commitment to the success of each child at that school.

2. What is your understanding of the school's proposed educational program?
   - The proposed educational program is a combination of having high-quality teachers, laying a foundation of strong relationships with families and making data-driven decisions to provide targeted instruction for students in both the academic and social emotional categories.

3. What do you believe to be the characteristics of a successful school?
   - Having a clear vision of ensuring that every single child is getting a high-quality education and being placed on a path to success in college and beyond comes with the belief, commitment and hard work to be successful. In addition, outstanding academic outcomes that demonstrate students are achieving at high levels in math and reading as well as developing trust and relationships with families is critical to the success of the school. High expectations for students and staff is a piece that is also very important as this will ensure that we are never settling for anything other than exemplary.

4. How will you know that the school is succeeding (or not) in its mission?
   - We will know that the school is succeeding by TEA's accountability ratings as it relates to student achievement data with the STAAR test. We will look at the overall data for each student in all content areas to ensure that students are meeting their growth goals as well as achieving at the meets and mastery levels. In addition, surveys for students, families and staff will provide data points to measure our success in various aspects of the school and our mission. Lastly, with a focus on talent, we will gather data and information via staff evaluations to ensure that we are meeting high expectations at all levels of the school.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.
   - The role of the board is to have governance for the school which will provide oversight of the direction and goals of the campus. In addition, the board will support, evaluate and hold the superintendent accountable for achieving goals of the campus as well as evaluating the overall efficacy of school programming. Lastly, I will ensure that the academic programming is aligned with the school's mission, of high-quality and on track to reach outstanding academic outcomes.

2. How will you know if the school is successful at the end of the first year of operation?
   - We will ensure that we are fully enrolled with our enrollment numbers for year one with our

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targeted grade levels. We will also ensure that at least 60% of students are on grade level for math and reading and ultimately earning a B rating from TEA for year one.

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

- We will ensure that at least 80% of students are on grade level for math and reading and ultimately earning an A rating from TEA after 4 years.

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

- Ensure that we are providing oversight for the direction and goals of the campus, evaluating, supporting and holding the superintendent accountable for meeting goals and evaluating the overall efficacy of the programming are the primary steps. In addition, we will need to receive information and updates around progress and engage in discussions to ensure we are focused on reaching all goals. Lastly, supporting the leader and superintendent as well as following through on all commitments will be essential for the school's success.

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

- In this case, I would alert the board chair and the superintendent. Doing this in a timely manner is necessary and our obligation as board members as we are the ones that need to uphold the standards of excellence and ethical integrity of the school. According to the bylaws, any director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

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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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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.

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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.

- YES Prep Public Schools (Houston, Texas) – 2007-2015
  - Teacher, dean, assistant principal and principal
- IDEA Public Schools (Weslaco, Texas) – 2018-2019
  - Principal (residence program)
- Promise Community Schools (Houston, Texas) – 2019-Present
  - Principal

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

○ Yes

■ Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

■ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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).

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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, Joel Munoz Jr.

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

Date 01/14/2021

TIEN LUU
Notary Public, State of Texas
Comm. Expires 10-11-2023
Notary ID 130383495

1/14/2021

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Jacquelyn R. Rex

3918 Southwestern, Houston, Texas 77005 • (956 270-6211 • jrex@skv.com

EDUCATION

Boston University School of Law, J.D. *cum laude*, May 2015

Activities: *Public Interest Law Journal*, Editor-in-Chief 2014–2015 ; Edward C. Stone Moot Court Competition, Best Oral Advocate (2013); Homer Albers Prize Moot Court Competition, Best Team, Best Brief 2014 ; Homer Albers Prize Moot Court, Co-Director 2015); Boston University Civil Litigation Clinic 2013–2014 ; Latin American Law Students Association (2012–2015

University of Texas-Pan American, M.A. in Communications, August 2011

GPA: 4.0

Thesis: The effects of teacher nonverbal immediacy and teacher confirmation on the affective learning of secondary students with special needs; presented at Eastern Communications Association Conference, Arlington, VA, 2011

Texas A&M University, B.A. *magna cum laude* in Telecommunications, Minor in Journalism, December 2008

GPA: 3.87 (Cumulative , 4.0 (Major)

Activities: Aggie Players Theatre Troupe; Resident Advisor; Radio ABC, Mexico City (intern, summer 2008)

EXPERIENCE

Smyser Kaplan & Veselka, LLP, Houston, Texas

Associate, May 2018–present

- Involved in all stages of litigation, including investigating claims and drafting initial pleadings; conducting and responding to discovery; deposing witnesses, including experts; drafting and arguing dispositive and non-dispositive motions; negotiating settlements, and preparing for trial in both state and federal courts

Bradley Arant Boult Cummings, LLP, Houston, Texas

Associate, January 2017–April 2018

- Drafted motions to compel arbitration, traditional and no-evidence motions for summary judgment, motions to dismiss, and pleas in abatement for residential and commercial construction disputes
- Successfully argued motions to compel arbitration, summary motions to remove invalid liens, and pleas in abatement in Harris and Galveston County District Courts

U.S. District Court for the Southern District of Texas, The Honorable Rolando Olvera, Brownsville, Texas

Judicial Law Clerk, September 2015–December 2016

- Drafted orders and memoranda concerning commercial contract disputes, employment discrimination, immigration, admiralty, international child abduction, jurisdictional disputes, and statutory and regulatory interpretation
- Managed Judge Olvera's docket, and prepared him for civil and criminal hearings, sentencings, and trials

Teach for America–Houston Summer Institute, Houston, Texas

School Director, Davila and Franklin Elementary Schools, May 2012–July 2012

- Directed all instructional and operational initiatives as acting principal of two school sites, while managing seven staff members, 46 corps members, and 120+ students
- Led all professional development trainings for staff members overseeing low-performing corps members and students

Teach for America–Rio Grande Valley 2009 Corps, Pharr, Texas

Special Education Resource Teacher, Geraldine Palmer Elementary, August 2009–May 2012

- Provided all Mathematics and English Language Arts instruction for students with special needs in grades PK–5
- Created federally-mandated individualized educational programs (IEPs , and behavioral plans for all disabled students

LICENSES & MEMBERSHIPS

- Texas, 2015; Southern District of Texas, 2018; Northern District of Texas, 2020; Fifth Circuit, 2020
- Houston Bar Association – Diversity & Inclusion Committee Co-Chair, 2020–present; Committee Member, 2017–2019
- Houston Young Lawyers Association, Leadership Academy Member 2019–2020; HYLA Member, 2017–present
- Teach for America Houston – Friends and Alumni Fundraising Committee Member, 2018–present

ARTICLES & SPEAKING ENGAGEMENTS

- Defense Research Institute, 5th Circuit Case Update, July 2017
- 5th Advanced Contract Risk Management for EPC and Heavy Industry Conference – *Finding the Right Balance in Risk Sharing in P3 Projects*, presented January 2018, Houston, Texas
- *TUTSA, Take Two: Amendments, Unresolved Questions, and What It Means for Practitioners*, The Advocate, Spring 2019

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Red Brick Academy Charter School
Name of Sponsoring Entity:	Red Brick Academy, Inc

BACKGROUND

Full Legal Name:	Jacquelyn Renee Rex
Home Mailing Address:	3918 Southwestern St., Houston, Texas 77005
Phone Number:	(956) 270-6211
E-mail Address:	[redacted]
Business Name:	Smyser Kaplan & Veselka, LLP
Business Mailing Address:	717 Texas Ave., Suite 2800, Houston, Texas 77002
Business Phone Number:	(713) 221-2303

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

○ Yes
● No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As a former special education teacher in the Rio Grande Valley and school administrator for Teach for America's Houston corps members, I was drawn to Red Brick Academy's commitment to preparing all students for college and beyond by providing an equitable education in an inclusive environment, and by partnering with families in order to enhance student success.

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

The role of each Red Brick Academy ("RBA") board member includes ensuring RBA is meeting its stated goals, remaining in compliance with its charter, and providing general fiduciary oversight. My prior experience as a classroom teacher of diverse students with special needs gives me a unique perspective that will help inform my decision making for RBA, and my current role as an attorney will help guide how I ensure that RBA is consistently in compliance with its charter.

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

I will bring to the board years of experience as a special education teacher of primarily Latinx students, many of whom were also English-language learners. I will also bring experience as an elementary school administrator in Houston. Finally, I will bring knowledge of state and federal laws to the board through my career as an attorney.

SCHOOL MISSION AND PROGRAM

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

I understand that RBA's mission is to provide all students with an equitable education that prepares them for the future of their choosing, whether that means attending college/vocational program, joining the military, or entering the workforce. RBA believes that creating an inclusive school community—and consistently evaluating the community to ensure it remains inclusive—will help ensure that all students have equitable access to resources and opportunities to be successful.

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

RBA intends to achieve its mission by implementing curriculum through an inquiry-based approach that promotes critical thinking and problem-solving. In order to ensure that goals are being met, RBA is committed to using data to inform decision-making. RBA also believes that fostering strong relationships with families is key to each students' success.

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

I believe that successful schools are committed to preparing all students for college, while also educating them on alternative paths for a successful future. From my experience as an educator, I also believe that developing genuine relationships with families and other community stakeholders is key to ensuring students are successful.

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

We believe that data drive instruction, data collected from student assessments, including STAAR, staff evaluations, and family surveys will inform whether RBA is meeting its goals. Financially, we will know we are successful when there is sufficient cash flow and a balanced budget. Ultimately, we are successful when we are aligned to our mission and students are progressing each year.

GOVERNANCE

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

The RBA board will oversee the direction and goals of the school; evaluate, support, and hold the school leader accountable for meeting RBA's goals; and evaluate the efficacy of RBA's programming. The RBA board will help govern the school, while supporting the school leader who will manage the school. We will be responsible for providing adequate resources to the school to promote and deliver strong results for students.

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

I will know whether RBA has been successful by comparing school data against RBA's student enrollment and accountability goals.

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

I similarly will know whether RBA has been successful after four years by comparing school data, including student academic performance on state assessments, staff evaluations, and family surveys, against RBA's accountability goals.

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

In addition to comparing school data against RBA's accountability goals, I expect to receive regular updates on RBA's progress at board meetings, as well as to support school leaders to ensure that all goals are met.

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

I would immediately alert the board chair and Superintendent. If removing that board member was in the best interest of the school, I would also vote to remove that director. Per RBA's bylaws, any director may be removed with or without cause upon a 2/3 majority vote of all remaining directors.

DISCLOSURES

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

● Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. **I currently work at Smyser Kaplan & Veselka, LLP with prospective board member Sydney Scott.**

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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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. **I have no prior experience with charter schools.**

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

○ Yes

● Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

● Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Jacquelyn Renee Rex

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 Jacquelyn Rex

Date 1/15/21

NOTARY PUBLIC STATE OF TEXAS
MARY ANN ADAMS
Notary ID #10376121
My Commission Expires
February 7, 2022

Mary Ann Adams
1/15/2021

Sydney A. Scott

429 Westmoreland Street Houston, Texas 77006 ♦(832 465-0080 [redacted]

EXPERIENCE

Smyser Kaplan Veselka, L.L.P., Houston, Texas **June 2017–present**

Partner

- Represents plaintiffs and defendants in a wide variety of complex commercial matters in state and federal courts, as well as corporations and individuals in white collar criminal cases.
- Representative matters include:
  - Obtained a $3.3 million judgment for an oil and gas operator after a jury trial on a breach-of-contract claim. Performed second-chair responsibilities, which included making the opening statement and conducting a direct examination of witness on damages.
  - Successfully briefed and argued appeal to the U.S. Sixth Circuit Court of Appeals in a matter involving a large class-action settlement facility's dispute with a foreign class of claimants.
  - Representing a family group of mineral interest owners in a multi-million dollar royalty dispute against a large oil and gas operator and its non-operating working interest owners. Advising clients on issues involving operator's Chapter 11 proceedings.
  - Represented a family group of mineral interest owners in a multi-million dollar royalty dispute against large oil and gas operator. Negotiated favorable pre-trial settlement.
  - Represented an energy client in a construction defect dispute against its contractor, involving the multi-project construction and renovation of catalyst processing plant. Obtained favorable pre-arbitration settlement despite contractor initially filing suit in state court.
  - Representing an individual defendant in criminal proceeding in federal court involving charges of wire fraud and money laundering.
  - Represented an individual defendant and a company in criminal and civil antitrust proceedings, involving price-fixing claims. Obtained favorable resolutions in both the criminal and civil proceedings.

Vinson & Elkins, LLP, Houston, Texas **Summer 2011, 2012, October 2015–May 2017**

Litigation Associate

- Worked on complex matters in the areas of commercial disputes, tax litigation, bankruptcy, international investor-state claims, and compliance with the Foreign Corrupt Practices Act.
- Representative matters included:
  - Member of cross-office team that represented a multi-national networking and cybersecurity company in a FCPA investigation with the SEC that involved client's business in several countries.
  - Member of cross-office team that represented one of the largest publicly traded independent shallow-water producers in the Gulf of Mexico in its successful restructuring under Chapter 11.

Volunteer Prosecutor Program, Houston, Texas **October 2015–February 2016**

Volunteer Prosecutor, City of Houston Municipal Courts

- Conducted plea negotiations, as well as prosecuted numerous trials from voir dire through verdict.

U.S. Court of Appeals for the Fifth Circuit, Shreveport, LA **August 2014–August 2015**

Law Clerk to the Honorable Chief Judge Carl E. Stewart

- Conducted legal research and drafted memoranda and opinions on a wide range of civil and criminal issues.

U.S. District Court for the Middle District of Louisiana, Baton Rouge, LA **August 2013–August 2014**

Law Clerk to the Honorable James J. Brady

- Conducted legal research and drafted opinions on a wide range of civil and criminal matters.

Professor Tobias Barrington Wolff, University of Pennsylvania **Spring 2012–Spring 2013**
Research Assistant

- Produced comprehensive initial research file used to draft published law review article concerning deference afforded to district courts' class certification decisions under Rule 23 of the Federal Rules of Civil Procedure.

Norton Rose Fulbright, LLP, Houston, TX **Summer 2012**
Summer Associate

- Performed legal research and drafted memoranda in litigation and labor and employment sections.

Amager Basketball Club, Copenhagen, Denmark **December 2008–April 2010**
Professional Basketball Player/Power Forward

- Won the Danish National Championship (2008-2009 .

EDUCATION

University of Pennsylvania Law School, Philadelphia, PA **May 2013**
Juris Doctor

Honors: Articles Editor, *University of Pennsylvania Journal of Constitutional Law*
Activities: Vice President, Black Law Students Association; Penn Law Diversity Committee; Petition Drafting Fellow, Criminal Records Expungement Project; Instructor, Project Peace
Publications: *"One Is Not Born, But Becomes a Woman": A Fourteenth Amendment Argument in Support of Housing Male to Female Transgender Inmates in Female Facilities,* 15 U. PA. J. CONST. L. 1259 (2013
Acknowledgments: Tobias Barrington Wolff, *Discretion in Class Certification*, 162 U. PA. L. REV. 1897 (2014

Dartmouth College, Hanover, NH **June 2008**
B.A. English

Honors: Class Marshall*;* Dean's List (2007, 2008
Activities: Senior Captain, Women's Basketball; Council on Student Organizations

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BAR ADMISSIONS.

Texas
Southern District of Texas
U.S. Court of Appeals for the Fifth Circuit
U.S. Court of Appeals for the Sixth Circuit

COMMUNITY INVOLVEMENT

Board Member, Cherish Our Children, Inc. (2018-present
Victory Fund Houston, Host Committee (2020-present)
Founding Board Member, Red Brick Academy (2020-present

INTERESTS AND HOBBIES

Attending sporting events, trying new foods, reading, and spoiling my English Bulldog, Beaux Brady. Currently learning how to play the drums.

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

BACKGROUND

Full Legal Name: Sydney Alexandra Scott

Home Mailing Address: 429 Westmoreland Street, Houston, Texas 77006

Phone Number: 832-465-0080

E-mail Address: [redacted]

Business Name: Smyser Kaplan & Veselka, LLP

Business Mailing Address : 717 Texas Avenue, Houston, Suite 2800, Texas 77002

Business Phone Number: 713-221-2362

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

(●) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Cherish Our Children, Inc.

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am motivated to serve on the Red Brick Academy's ("RBA") board by my strong conviction that all students, regardless of their race, religion, socioeconomic background or other demographic markers, are entitled to a high quality education in which they are able to learn in a safe, supportive, and inclusive environment.

2. What is your understanding of the appropriate role of a public charter school board member? 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 understand that my role as an RBA board member is to hold the charter school accountable for achieving its mission, metrics, and goals; provide fiscal oversight over the school's budget and other financial obligations; and ensuring that the school is in compliance with all governing laws, regulations, and statutes. I currently serve on the board of a non-profit organization that works with

the students of incarcerated parents where I have similar responsibilities.

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

As a practicing lawyer, I bring a certain expertise as to legal matters and governance issues to RBA's board. While I do not have a specific expertise in education law, I do have the analytical abilities to identify issues that will require the assistance of legal subject matter experts.

SCHOOL MISSION AND PROGRAM

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

The RBA's mission is to provide equitable educational experience to all students, regardless of their background, to prepare them for successful college careers or the successful future of their choosing.

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

The RBA will provide a rigorous curriculum rooted in problem-solving and critical-thinking skills, take a wholistic approach to education that seeks to meet the socioemotional as well as educational needs of students, and find and retain high quality teachers that are dedicated to the students' achievement and overall wellbeing.

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

I believe that the characteristics of a successful school is one where students are excelling academically, the surrounding community and families are actively engaged, and its students are developing an intellectual curiosity that will continue to serve them as the advance in their studies and in life.

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

The most obvious markers of the school's success will be data-based, such as standardized test scores, attendance, graduation rates, and college attendance rates. In addition, positive feedback from our students, families, and overall community will serve as good indicators of school success.

GOVERNANCE

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

The RBA's board will have several roles to ensure the school's continuing success. The board must, for example, provide financial oversight, establish and monitor good governance policies and procedures, provide accountability for the school's administration, and set the strategic vision for how the school will achieve its mission and then ensure that the school's administration is executing that vision.

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

I will know that the RBA is successful after its first year if it has met its student enrollment goals

and motivated and prepared its students to achieve a certain scores on their STAAR and other benchmark exams.

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

I will know that the RBA is successful after four years if enrollment numbers increase year-over-year and students' test scores do the same. In addition, I would consider the RBA to be successful if it's achieving its strategic goals and it has increased community involvement.

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

The Board must be a working board that is actively involved in and collaborating with school administration to ensure that the RBA is meeting its strategic goals and objectives. This will require Board members to hold regular board meetings where the school's progress is examined and its administrators are held accountable for achieving all goals. The Board should also request and review updates, progress reports, and other materials to ensure that the school is progressing and serving the needs of its students.

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

If I discovered that one or more board members were acting unethically or not in the school's best interest, I would disclose this discovery to the board chairman and superintendent. Such unethical behavior or misconduct should be taken seriously and could be cause, under the by-laws, for removal from the board.

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.

Board member Jacqueline Rex is a colleague whom I've known for over two years.

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

(●) Yes

( ) No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I went to college with Brittney Jean-Louis and have known her since 2007.

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, owners, directors, or agents of that provider.

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

( ) Yes

(●) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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.

I am a partner in the law firm of Smyser Kaplan & Veselka, L.L.P.

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 management company of the school?

○ Yes

● Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

● Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Sydney Scott

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 _____

Date: January 14, 2021

NOTARY PUBLIC STATE OF TEXAS
MARY ANN ADAMS
Notary ID #10376121
My Commission Expires
February 7, 2022

Mary Ann Adams
1/14/2021

ROBERT SEPEDA

[redacted] 2413 BRUN ST HOUSTON TX, 77019 559.250.2865

EXPERIENCE

The Brown Foundation - Houston, TX

Director of Grants Management & Evaluation **2020 - Present**

- Oversees administration of grants process including application preparation and requirements, payments, and reporting. Supports applicants and grantees as needed.
- Leads strategic efforts to improve efficacy of grantmaking procedures for grantees, staff, and Trustees. Incorporates database software to enhance effectiveness of systems.
- Executes analysis of grantee performance to inform stakeholders. Maintains knowledge of community and non-profit issues to support work of grantees, staff, and Trustees.

Greater Houston Community Foundation - Houston, TX

Program & Impact Manager **2019 - 2020**

- Conducted daily operations of Mayor Turner's and Harris County Judge Emmett's $114.6 million Hurricane Harvey Relief Fund, including communicating with senior leadership and development staff of all 126 non-profit grantees.
- Monitored grantee performance, compliance, and requests by assessing grant applications and reports, meeting with grantees, and making recommendations regarding grantee needs.
- Managed evaluation partner in their aggregation and analysis of grantee data. Met regularly to evaluate and steer data projects to improve the Fund's impact throughout the grant period.
- Lead annual report development process and provided content and direction to staff.

Data & Impact Manager **2018 - 2019**

- Downloaded, formatted, and aggregated data from grantee reports for use in public summaries, internal analysis, and performance management.
- Corresponded with grantees to monitor progress on grants, trained grantees on grant system.

Families Empowered - Houston, TX

Data & Project Manager **2015 - 2018**

Data Manager

- Managed data partnerships with 9 charter management organizations in 3 cities, ensuring timely and accurate waitlist data for import, analysis, programs, and data dissemination.
- Configured and maintained users, data, and security on a database with 100,000+ family and student contacts, thousand of accounts, and hundreds of campaigns and reports. Created custom data objects and processes that enhance program tracking and user efficacy.

Project Manager

- Led a $75,000 annual call center over four years, managing and mentoring over 30 college students from low-income backgrounds who called over 40,000 waitlisted families to help them understand their school options, deadlines, and connect them with free resources.
- Consistently met goal of calling 100% of families with a 60% connection rate through constant annual growth including a doubling team and a tripling of parents to support.

Decision Support Analyst **2013 - 2015**

- Analyzed call and survey data to produce reports for funders and decision making processes.

BakerRipley - Houston, TX

Family Development Worker, Head Start **2010 - 2012**

- Supported 164 families across four Houston ISD elementary schools by providing social services and opportunities related to each family's needs, strengths and interests.

ROBERT SEPEDA

[redacted] 2413 BRUN ST HOUSTON TX, 77019 559.250.2865

AWARDS, DISTINCTIONS, AND COMMUNITY/BOARD PARTICIPATION

Advisory Board Member - Technology Committee - Momentum Education - Houston, TX **Present**
- Advising education non-profit on technology infrastructure set-up for successful operations.

Scholarship Reviewer - Greater Houston Community Foundation - Houston, TX **Spring 2020**
- Volunteer essay reader and application scorer for high school scholarship applicants.

Project Blueprint - United Way of Greater Houston - Houston, TX *anticipated start date:* **Fall 2020**
- Program preparing leaders of color for leadership roles on nonprofit/public sector boards.

Hispanics in Philanthropy Líderes Fellowship - National **2019 - 2020**
- Fellowship for mid-career Latinx professionals in philanthropy designed to build networks and discuss expanding philanthropic giving for Latinx issues in Latinx communities.

Leadership ISD participant - Harris County, TX **2019 - 2020**
- Program demonstrating school district issues in order to create public education advocates.

Leadership Houston Class of XXXVI participant - Houston, TX **2017 - 2018**
- Civic program designed to teach, empower, and engage Houston leaders in the community.

National Alumni Task Force Member - Education Pioneers (EP) - National **2017**
- Chosen to help assess, identify, and shape EP's national alumni strategy for 2018-2019.

Young Professionals Council Member - DiscoverU - Houston, TX **2017**
- Managed and analyzed fundraiser ticket sales, generating $7K+ in revenue (a 30% increase), whose proceeds directly benefit skill enrichment programs for low-income adolescents.

EPIC Alumni Award recipient - Education Pioneers - National **2016**
- 1 of 10 finalists for the Scott Morgan Award, selected out of 3,000 alumni and 27 semi-finalists, for having demonstrated the most remarkable change for underserved students.

Alumni Board - VP of Network Engagement - Education Pioneers - Houston, TX **2013 - 2015**
- Presided over Texas alumni database and tracked activity and participation engagement.

Education Pioneers Summer Fellow - Education Pioneers - Houston, TX **2012**
- 10 week placement at Families Empowered to develop a Pre-K expansion plan. Led to hire.

Choices in Education Department Rep - BakerRipley - Houston, TX **2011 - 2012**
- Executive team invite to provide feedback during agency development and strategy sessions.

Gates Millennium Scholar - The Bill & Melinda Gates Foundation **Class of 2002**
- Selective scholarship for outstanding students with financial need and leadership demonstration.

CERTIFICATIONS, SKILLS, AND INTERESTS

Software experience: Salesforce CRM, Excel (Advanced), Fluid Review GMS, Tableau

Family Development Credential - University of Connecticut **2012**

Interests: Traveling, running, yoga, and pop culture (particularly live music, classic & foreign film).

Languages: Fluent in written and spoken Spanish.

EDUCATION

Teachers College, Columbia University - New York City, NY **2010**

Masters of Arts, International Educational Development, education policy focus.

Thesis: *Familial Educational Support Systems and Mainstream Conceptions of Parental Involvement: Challenges to Include Latino Immigrant Families.*

University of California, Berkeley - Berkeley, CA **2007**

Bachelors of Arts, Psychology, education minor.

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Red Brick Academy Charter School
Name of Sponsoring Entity:	Red Brick Academy, Inc

BACKGROUND

Full Legal Name:	Robert Sepeda
Home Mailing Address:	2413 Brun St, Houston TX 77019
Phone Number:	559-250-2865
E-mail Address:	[redacted]
Business Name:	The Brown Foundation
Business Mailing Address:	2217 Welch St. Houston TX 77019
Business Phone Number:	713-523-4372

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

○ Yes

● No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

- My motivation to serve on the board of the proposed charter school has to do with the mission and pillars of Red Brick Academy (RBA). As a former low-income K-12 student – knowing that RBA is committed to providing an equitable educational experience aligns with what I believe every student should be deserving of. Having majored in psychology in undergrad – I strongly believe in the social and emotional skills development for students that will take precedence at RBA. Lastly, much of my career has been in supporting families and their children obtain educational goals. As such, having a pillar of and belief in strong family partnerships is a value that I believe is essential to a school's success.

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

- The role of a public charter school board member is to provide accountability in ensuring that the goals of the public charter school are set and met, ensuring that the public charter school is fiscally sound and in compliance of all laws as set fort by the TEA, and working with the

founding director to met the set goals. I have a moderate amount of experience with governance. In my previous role I would interact with and attend governance meetings for the Disaster Relief Fund that I was administering. I got to understand the differences between a board and a committee and got to see the internal workings of each while supporting the work of committee and board members in making the decisions they needed to keep the fund working to the original donors intent. In my current role – I support the work of our board and committee members by preparing information that will help them achieve their goals. I have sat in on approximately 10 types of meetings in the fall and will do the same with another 10 this spring – in all there are nearly 30 governance meetings and as staff our work is to support the operations, administration, and information gathering for the board to grant impactful gifts to organizations in the greater Houston area.

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

- In addition to the governance experience mentioned above – I have operations, community engagement, and strategy/analytical experience that I would bring to the board of directors of Red Brick Academy. During my time at Families Empowered, a non-profit that had several partnerships with charter school districts, I was in the operations team – helping to ensure that our goals were being met and that staff had the tools that they needed to be successful. I ran a call center and was in charge of its operations including managing the $75,000.00 annual budget, hiring of seasonal paid interns, and overseeing the call center software system. Prior to that I, worked with parents directly, both at Families Empowered and during my time in Head Start. I developed a knowledge of social services and organizations supporting families in a variety of ways. While working directly with families waned over the years professionally, my knowledge of community organizations increased exponentially working in philanthropy. This local knowledge and experience in community engagement will help Red Brick Academy connect with the community they find themselves in. In my past three professional experiences I have been the lead in managing, collecting, analyzing, and utilizing data in ways that support the goals and mission of the organization. I know that my understanding of how to use data to inform decision making will be very beneficial to the rest of the board as well as to the founding director and the school itself.

SCHOOL MISSION AND PROGRAM

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

- Red Brick Academy believes that every child is deserving of the same educational expectations and should be prepared to attend a post-secondary institution regardless if they actually decide to pursue one in the long run.

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

- Red Brick Academy believes that strong familial partnerships, a commitment to the students social and emotional growth, and a rigorous post-secondary preparation curriculum taught by stellar teachers will help the school achieve its mission.

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

- I believe that a successful school must have trust built with the families of students and the community. That is the foundation by which the school will be able to be sustainable. In addition to that I believe that the school must be able to clearly articulate their goals while monitoring their progress and adjusting their goals based on inputs of the data they are receiving. The creation and execution of goals has to come from strong leaders and professionals, both on the governance side as well as on the operations side. Red Brick Academy values strong family partnerships and high quality teachers so their beliefs are

consistent with my views on a successful school.

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

- The school will have to demonstrate that their goals are being met through the data and inputs they are receiving. These data sets include but are not limited to student data by way of state assessments (STARR), teacher performance monitoring and evaluations, family input via surveys and forums, staff evaluations, and a system to monitor and see growth for the school's goals as a whole. The purpose of data is to inform decisions makers to perform their role – to make decisions. Therefore, close monitoring of data and taking the appropriate interventions needed once the data shows that goals are not being met will help the school get to closer to succeeding on its mission.

GOVERNANCE

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

- The board plays a critical role: to ensure oversight of the school's goals. They honor the goals of the school and make decisions that will help the school be successful. They do this by holding the superintendent accountable though support and feedback, reviewing components of school operations (programs, community, finances, etc.) and by ensuring that the board is responsible for governance, not day to day operations.

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

- I will know if a school is successful at the end of its first year of operations by comparing the outcomes with the initial goals set out for the first year. Right now that includes a student's performance in English, Math, Science, Social Studies, and Physical Education. In addition to that, staff performance metrics and evaluations will be considered as well as the external goals of the school that the board will be monitoring. Those include financial and operational goals as well as the evaluation of the school superintendent.

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

- I will know if the school is successful after four years if the school has not only exceeded the original goals set out during its first year but has also exceeded them and is successfully working towards a new set of similarly ambitious goals. Ideally the school will be sustainable financially and would be in integrated component of the community, helping it to meet its enrollment goals and ensuring its longevity.

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

- The board will need to understand what the goals are, meet regularly to discuss updates on progress and receive timely information to help inform their knowledge of the progress, utilize their specific skill set to ensure that the subgoals are being met and are being handled the best way that they can be, and they would need to have frequent communication with the superintendent in order to understand what support they may need from an operations and management level.

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?

- If it came to light that one or more members of the school board were acting unethically or in ways that were harmful to the school than I would ensure that the board chair and superintendent were informed so that necessary actions could occur to remove the board member from their duties. According to the by-laws - a 2/3 majority vote would

allow the unethical board member to be relieved of their duties. At any moment when an adult's action towards the school isn't in the best interest of the students than personally I believe that is good reason to remove a board member or other working adult associated with the school.

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, owners, directors, or agents of that provider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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

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

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

○ Yes

● Does not apply to me.

If yes, state the compensation you expect to receive.

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

○ Yes

● Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 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, Robert Sepeda

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

Date 1/25/2020

Clear/Reset

Acknowledgment by Individual

WELLS FARGO

State of Texas County of Harris

On this 15 day of January, 20 21. Before me, Omal Joseph
Name of Notary Public

the undersigned Notary Public, personally appeared
Robert Sepeda

Name of Signer(s)

☐ Proved to me on the oath of _____

☐ Personally known to me

☒ Proved to me on the basis of satisfactory evidence Texas Drivers License
(Description of ID)

to be the person(s) whose name(s) is/are subscribed to the within instrument, and acknowledged that he/she/they executed it.

WITNESS my hand and official seal.

OMAL JOSEPH
NOTARY PUBLIC STATE OF TEXAS
MY COMM. EXP. 01/17/2022
NOTARY ID 13141314-8

Notary Seal

(Signature of Notary Public)

My commission expires 01-17-2022

Optional: *A thumbprint is only needed if state statutes require a thumbprint.*

Right Thumbprint of Signer
Top of thumb here

For Bank Purposes Only
Description of Attached Document

Type or Title of Document
Generation 26 Board member Biological Affidavit.

Document Date 1/15/2021

Number of Pages 7

Signer(s) Other Than Named Above

Account Number (if applicable)

FO01-00000DSG5350-01

DSG5350/595575 (Rev 04 - 09/20)

James Paul Stancil II, Ph.D.
Student Academic Support Specialist
jahmezstancil@gmail.com or 804.909.1145

LinkedIn Website – http://www.linkedin.com/in/mrstancil

About Me

I work in academic support at a Houston-area university. I recently formed a 501 c 3) community organization, Intellect U Well, Inc., that promotes media literacy, digital citizenship, and the joy of readying in the Houston area. I also volunteer with 100 Black Men of Metropolitan Houston, which mentors young men, and with the Houston Network of Outdoor Afro, which seeks to reconnect African-Americans with nature and the environment.

Top Skills

Academic Coaching
Budget Management
Community Outreach
Curriculum Development
Customer Service
Digital Journalism
Event Planning
Leadership Development
Learning Management Systems (LMS
Mentoring
Public Speaking
Program Development
Team Building
Teaching
Technology Integration
Training
Tutoring
Written Communication

Selected Recent Work Experience and Career History

October 2020 – Present
News Literacy Project; Washington, District of Columbia
News Literacy Ambassador Houston)

June 2018 – Present
Prairie View A M University; Prairie View, Texas
Coordinator of Tutoring Services

September 2016 – June 2018
iTutor Group; Taipei, Taiwan
Senior Consultant

June 2016 – December 2016
Tutorville Texas; Houston, Texas
Academic Tutor

May 2016 – August 2016
Yancy Life Transition Center; Houston, Texas
Training Specialist

August 2015 – November 2015
John Cooper School; The Woodlands, Texas
Upper School Social Science Teacher World History I, World History II)

January 2015 – June 2015
Henrico County Public Schools; Richmond, Virginia
History Tutor US History, World History I, World History II)

August 2012 – June 2014
The Steward School; Richmond, Virginia
Upper School History Teacher Economics, World Studies II)

August 2004 – June 2012
Hanover County Public Schools; Mechanicsville, Virginia
History and Social Science Teacher AP Psychology, Psychology I, World History I

June 2002 – August 2004
Collegiate School; Richmond, Virginia
Director of Learning Bridge Richmond

Honors and Awards

Honored Educator, Hanover County Public Schools 2007, 2008, 2010
Member of the Year, 100 Black Men of Metropolitan Houston 2017

Education

1991 – 1995
The University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
Bachelor of Arts, Communication Studies Media Analysis and Criticism

1998 – 2001
North Carolina State University; Raleigh, North Carolina
Master of Education, Curriculum and Instruction Secondary Social Studies

2008 – 2013
Virginia Commonwealth University; Richmond, Virginia
Doctor of Philosophy, Education Instructional Leadership)

2016 – 2019
Institute of Metaphysical Humanistic Science; North Port, Florida
Doctor of Philosophy, Metaphysical Science Anomalous Research

Recent Certifications

Advanced Level Academic Coach – National Tutoring Association
Advanced Mentor – National Tutoring Association
Advanced Professional Tutoring – National Tutoring Association
Master Tutor/Academic Coach Trainer – National Tutoring Association

Current Professional Memberships and Affiliations

100 Black Men of Metropolitan Houston, Inc.
American Association of Blacks in Higher Education
National Association for Media Literacy Education
National Tutoring Association
Outdoor Afro Houston Network
Texas Association of Black Personnel in Higher Education

Recently Accepted Conference Presentations

Transforming the Learning Curve: Building a Successful Peer Tutoring Program at a Texas HBCU
National Tutoring Association, March 2020

Houston Youth P.O.W.E.R. Research – Project on / Organizing / Writing / Editing (and)/ Reporting: Histories of Black + Brown Resistance
Critical Media Literacy Conference of the Americas, October 2020

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Red Brick Academy Charter School
Name of Sponsoring Entity:	Red Brick Academy, Inc.

BACKGROUND

Full Legal Name:	James Paul Stancil II
Home Mailing Address: Phone	7511 N Linpar Court, Houston TX 77040
Number:	8049091145
E-mail Address: Business Name:	[redacted]
Business Mailing Address: Business Phone	Intellect U Well, Inc.
Number:	8049091145

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

○X Yes

○ No, does not apply to me

If Yes, state the name of the entity: 100 Black Men of Metropolitan Houston, Intellect U Well, Inc.

o

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

care deeply about the education of young children in the Houston area. After several meetings and discussions with Mrs. Jean-Louis, I became nterested in helping her to achieve the board's collective mission of creating Red Brick Academy (RBA) that would provide quality and equitable education opportunities for the enrolled students, with an emphasis on inquiry-based learning.

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

have been on several boards over the years and understand the responsibilities of board membership, like that for Red Brick Academy - rests under academic, financial, and organizational oversight. Academic oversight in terms of helping all students who attend the school to achieve academic success, financial responsibilities in terms of good financial governance of the school, and helping to raise funds when needed and necessary from my personal contacts and through grant writing to help us to achieve our collective mission, and of course the general organizational oversight, making sure the Red Brick Academy runs well holistically from "top to bottom." I understand that being on a board makes me responsible for helping to ensure RBA reaches its goals and remains in compliance with all state and federal laws. We are also responsible for hiring, evaluating, supporting and setting the compensation for the Superintendent. The Superintendent will be our only hire.

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

have experience in grant writing, curriculum development, instruction, tutoring, and community engagement. I taught middle school and high school for twenty years, have written successful grants for several non-profit organizations over the past twenty years, wrote an African-American studies curriculum for a school district and an independent school in Virginia, and have worked as a nationally-certified tutor for the past six years at the K-12 and university level In addition, I have designed, developed, and implemented many community programs for 100 Black Men of Metropolitan Houston since 2016, mainly focused on middle and high school students.

SCHOOL MISSION AND PROGRAM

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

understand that the school is dedicated to providing quality education for all students, making connections with family, and helping to ensure that ts students are prepared for postgraduate life.

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

understand that the school will provide instruction for middle school students, focusing on the founding pillars of Red Brick Academy, including a college preparatory curriculum, strong family partnerships, and socio-emotional learning programs.

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

A strong and caring leader focused on high academic results, a well-prepared and engaging curriculum, high-quality teachers, student progress and development, supporting all learners, and data-driven decision making.

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

School success can be determined by student data from state assessments, Board evaluations, and surveys from staff, students, family members, etc.

GOVERNANCE

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

The board will provide oversight to the school operations and help the school achieve its mission and goals.

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

Success can be measured by meeting attendance goals, and various accountability measures set up by the school leadership. For example, accountability for students and parents on the expectations of regular school attendance, as well as measurements of student learning based on Texas state testing and student report cards.

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

After four years students will show proficiency in important subjects like English and math, science, and social students based on standardized test scores.

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

The board will need to support the school leader as much as possible, and discussing at regularly scheduled board meetings school success

and areas for improvement.

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

As a member of the board, I recognize my duty of care, loyalty, and obedience - a standard set across the remaining members. As such, should a member act unethically, that member and the issue would be brought to the Board Chair to investigate. At the conclusion of the investigation, if found to have acted unethically, that member will be removed from the board by a 2/3 majority vote, per our bylaws.

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

X○ 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 management company of the school?

Yes

X○ Does not apply to me.

If yes, state the compensation you expect to receive.

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

Yes

X○ 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

X○ 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

X○ Does not apply to me.

If yes, describe the precise nature of your relationship.

DISCLOSURES

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

○ Yes

○ XNo, 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

○ XNo, 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

X○ 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, owners, directors, or agents of that provider.

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

○ Yes

X○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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

X○ No, I/we or my family do not anticipate conducting any such business. If yes, describe the precise nature of your relationship.

CERTIFICATION

I, James Paul Stancil II

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

Date 1/17/21

JAMES PAUL STANCIL II
Notary ID #130726605
My Commission Expires
July 15, 2024

MARSHETTE MORGAN TURNER

773.206.9312| [redacted]

EDUCATION

DEPAUL UNIVERSITY, CHICAGO, ILLINOIS – BACHELOR OF ARTS, ENGLISH

EXECUTIVE SNAPSHOT

AN UNDENIABLE PROFESSIONAL IN THE NONPROFIT INDUSTRY FOR MORE THAN 18 YEARS THIS SUPPLIER DIVERSITY, EQUITY INCLUSION EXECUTIVE HAS EXCEPTIONAL LEADERSHIP, PROBLEM SOLVING AND PEOPLE SKILLS. ALSO WELL TRAINED IN TEAM BUILDING, ECONOMIC DEVELOPMENT AND CONFLICT RESOLUTION

CAREER HIGHLIGHTS

2019- Present **Houston Minority Supplier Development Council** **Houston, Texas**
Director, Corporate Services

- Facilitate relationships between MBEs Corporate America
- Identify contracting opportunities for qualified vendors
- Host Business Opportunity Conferences Industry Specific Forums
- Engage corporations relative to corporate membership with HMSDC

2017- 2019 **Thompson Hospitality** **Houston, Texas**
Director, Joint Ventures

- Leverage Diversity & Inclusion Strategy in business objectives
- Liaison between Corporate client and MBE customer
- Oversee various accounts in partnership with Compass Group
- Link client recruiting to minority associations and HBCU's
- Identify new markets for business in partnership with our CEO
- Support recruiting retention of women and minorities on contracts
- Present the Thompson Hospitality platform at QBR's

2014-2017 **State of Illinois Comptroller's Office** **Chicago, Illinois**
Director, External Affairs

- Managed and edited all external communications such as advertisements, speeches and press releases
- Developed and maintained relationships with government agencies, non-profits, minority business owners, private and publicly owned businesses
- Established a non-profit council to establish diversity in government
- Supported minority contractor's retention
- Provided a platform for minority owned businesses to connect with corporations for potential business opportunities
- Collaborated with departments and leadership teams to ensure consistency in Comptroller's Office branding
- Managed a team of 30 full time employees
- Budgeted and managed cost of all departmental operations
- Served as State Conduit and representative for the Chief Fiscal Officer
- Oversaw and hosted public information tours and legislative events

2006 - 2014 **Rainbow Push Coalition** **Chicago, Illinois**
National Program Director| Executive Director

- Enhanced programs for departments (Education, Minority Business Dev, etc
- Mentored Diversity Suppliers/Managed Supplier Relations
- Facilitated Diversity Training for Trade Bureau Minority Businesses
- Provided a platform for Minority Businesses to connect with major corporations in Chicago, Detroit, New York, Atlanta, Houston and DC.
- Increased annual budget from $12M to $22M over a three year period
- Met with CEO's to underscore the value of supplier diversity inclusion
- Hosted Saturday Morning Forum with Rev. Jesse Jackson, Sr.
- Launched and Managed National Fundraising Events
- Managed 24 full time employees and sub-contractors
- Managed membership base of the International Trade Bureau

ADVANCED SKILLS

- Supplier Diversity Professional
- Executive Leadership Training for Women
- Public Media Relations
- Community Development
- Negotiations Skills
- Critical Thinker
- Strategic Planning
- Event Planning
- Team Building
- Project Management
- Time Management Skills

COMPUTER SKILLS

Systems & Hardware/Software

- WordPerfect Office 2000
- Microsoft Office 97; 98
- DOS
- Windows 95, 98. 2000
- Lotus Notes
- Excel, Power Point, Publisher
- Internet Explorer

PROFESSIONAL QUALITIES

- Aptitude to Interface with C-Suite Executives
- Excellent Communication Skills
- Exceptional Organizational Skills
- Detail Oriented Reliable

PERSONAL QUALITIES

- Professional & Engaging
- Servant Leader
- Coordination and Crisis Management
- Strong Determination
- Impactful Change Agent
- Personable and Engaging
- Compassionate MBE Advocate

LICENSES & CERTIFICATIONS

Sworn Notary,
State of Illinois
Deputy Registrar,
State of Illinois

HONORS ASSOCIATIONS

Texas' Top 50 Professionals
Entrepreneurs
National Association of Black Journalists
MBGCT First Ladies Leadership Honoree
Serve on Advisory Board of Diversity Executive Magazine, Save a Girl, Save a World & the Black Women's Expo
Chicago's Most Influential Leaders
Illinois "50 Women of Excellence
Top Ladies of Distinction
Servant Leader Honoree

MARSHETTE MORGAN TURNER

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- Strategic Planning
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- Team Building
- Project Management
- Time Management Skills

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- DOS
- Windows 95, 98. 2000
- Lotus Notes
- Excel, Power Point, Publisher
- Internet Explorer

PROFESSIONAL QUALITIES

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- Excellent Communication Skills
- Exceptional Organizational Skills
- Detail Oriented Reliable

PERSONAL QUALITIES

- Professional & Engaging
- Servant Leader
- Coordination and Crisis Management
- Strong Determination
- Impactful Change Agent
- Personable and Engaging
- Compassionate MBE Advocate

LICENSES & CERTIFICATIONS

Sworn Notary,
State of Illinois
Deputy Registrar,
State of Illinois

HONORS ASSOCIATIONS

Texas' Top 50 Professionals Entrepreneurs
National Association of Black Journalists
MBGCT First Ladies Leadership Honoree
Serve on Advisory Board of Diversity Executive Magazine, Save a Girl, Save a World & the Black Women's Expo
Chicago's Most Influential Leaders
Illinois "50 Women of Excellence
Top Ladies of Distinction
Servant Leader Honoree

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Red Brick Academy Charter School
Name of Sponsoring Entity:	Red Brick Academy, Inc

BACKGROUND

Full Legal Name:	Marshette Felicia Turner
Home Mailing Address:	30302 E. Legends Trail Drive, Spring, TX 77386
Phone Number:	773 206 9312
E-mail Address:	[redacted]
BusinessName:	
Business Mailing Address:	
Business Phone Number:	773 206 9312

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

○ Yes
✓ No, does not apply tome

If Yes, state the name of the entity: Save a Girl Save a World (SAGSAW)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. Whatwasyourmotivationtoserveontheboardoftheproposedcharterschool?
I'm motivated to serve on the Board of the Red Brick Academy (RBA) Charter School because I believe in a qualitative education for all children. I believe in providing an inclusive environment where a kid feels safe no matter what their circumstances are at home and even more I know that my involvement will afford some children the opportunity to see themselves which will hopefully make them work hard and plan for a bright future.

2. Whatisyourunderstandingoftheappropriateroleofapubliccharterschoolboardmember?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 see my role on the RBA Board as a community servant leader. Knowing that my responsibility is to ensure that we reach our goals and remain in compliance, I understand that my role is critical in the success of our charter school as well as our students.

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

The specific knowledge I will bring to the Board is relationship building, access to corporate partners, government officials and neighboring school districts. I know the value of team building, quality education and excellent communication; all of which I will readily share with my fellow board members. I currently serve as the Director of Corporate Services for a non-profit and I've been in this field of work for 19 years, the knowledge and skills I've acquired over said time period will surely be of great value to the RBA.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?
I understand RBA's mission and guiding beliefs to be to provide a stellar educational experience whereby students will obtain immeasurable success in college as well as in the future of their choosing. We believe that we will be a Blue Ribbon school within the first five years of operation by supplying an equitable education in a safe environment with dynamic professional educators.

2. What is your understanding of the school's proposed educational program?
RBA's educational program is robust yet attainable. We will focus on English Language Arts, Math and Physical Education. Nearly 30 years ago I majored in English while in college and there's something amazing about learning to conjugate verbs and speak properly. Physical education is a must as recent studies (Centers for Disease Control and Prevention or CDC) have shown that obesity affects 1 in 5 school age kids.

3. What do you believe to be the characteristics of a successful school?
A successful school will possess teachers who are passionate about educating students, a superintendent who's present and engaged, a safe environment where kids feel they are seen and heard and that their voices matter and most of all a successful school will plan properly and execute efficiently.

4. How will you know that the school is succeeding (or not) in its mission?
I'll know that RBA is succeeding by the student data from STAAR, from staff and family surveys and from evaluations that faculty and staff will be asked to complete.

GOVERNANCE

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

The board will provide oversight relative to the goals of the school. We will also hold the superintendent accountable by evaluating the efficacy of school programming and ensuring that it aligns with the subject matter.

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

We will know of our success after year one if we've met our student enrollment and accountability goals for RBA.

3. How will you know at the end of four years if the school is successful?
After year four we will know of our success if our students have consistently improved over the years on the STAAR exam.

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

Specifically, the Board will need to receive regular progress reports and updates, we will need to hold one another and the superintendent accountable and the Board must be committed to the process to ensure RBA is successful.

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

I would immediately inform the Board Chairman and the Superintendent of the School of the situation according to the schools bylaws.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members forthe proposedschool.

○ 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 lasttwo years, a schoolemployee.

○ Yes

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

If yes, describe the precise nature of your relationship.

3. Indicatewhetheryou(oryourspouse)knowsanyonewhoisdoing,orplanstodo,businesswith 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

Ifyes,describetheprecisenatureofyourrelationshipandthenatureofthebusinessthatsuch person(s)orentityistransactingorwillbetransactingwiththeschool.

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, owners, directors, or agents of thatprovider.

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

○ Yes

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

If yes, describe the precise nature of your relationship.

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 withthe provider.

○ Yes

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

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 responseto prior items, you may soindicate.

○ 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 amajority 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, addressesand positions held.**None**

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

○ 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 thegoverning bodyofthesponsoringentityorofthegoverningbodyofthecharterschool?

○ 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 inquestion 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charterschool,orthemanagementcompanyofthecharterschool?

○ 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; anoffence listedinTEC§37.007(a);oranoffencelistedinArticle62.01(5)CodeofCriminalProcedure?

○ Yes
✓ Does not apply to me.

If yes, describe the precise nature of your relationship.

I, Marshette F. Turner

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

Date 1/16/2021

Before the undersigned notary, personally appeared MARSHETTE FELICIA TURNER, proved to me through proper identification to be the person whose name is subscribed to this document.

HARESH R. PATEL
NOTARY PUBLIC
STATE OF TEXAS
MONTGOMERY COUNTY
ON JANUARY 16, 2021

HARESH R. PATEL
Notary Public, State of Texas
Comm. Expires 08-10-2024
Notary ID 132615115

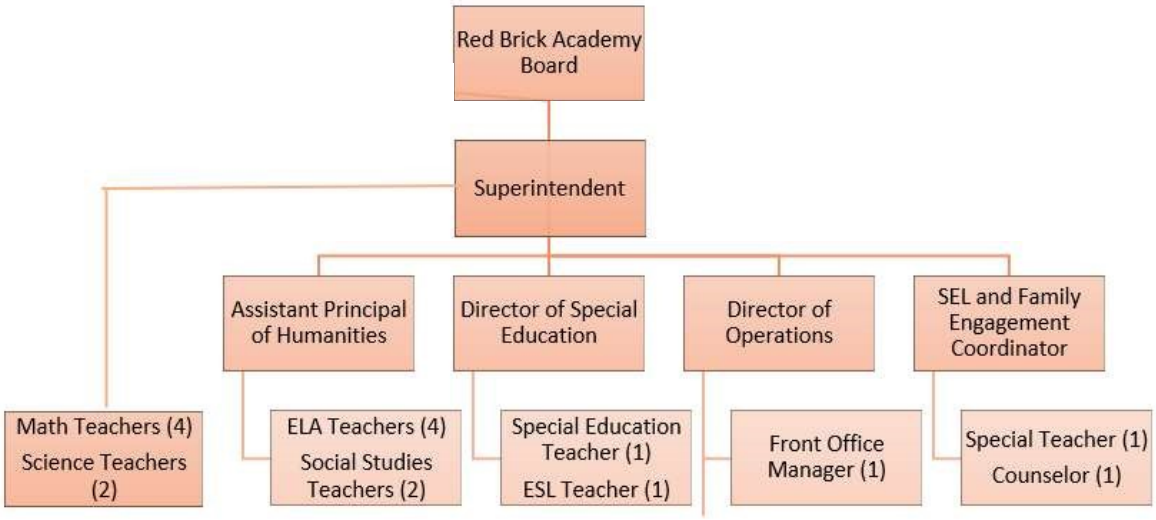
Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity

Submit three organizational charts that show the school's governance, management, and staffing structures: (1) the first organizational chart will represent the school's structure during Year 1; (2) the second chart will represent the school's structure during Year 3; and (3) the third 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, Year 3, 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.

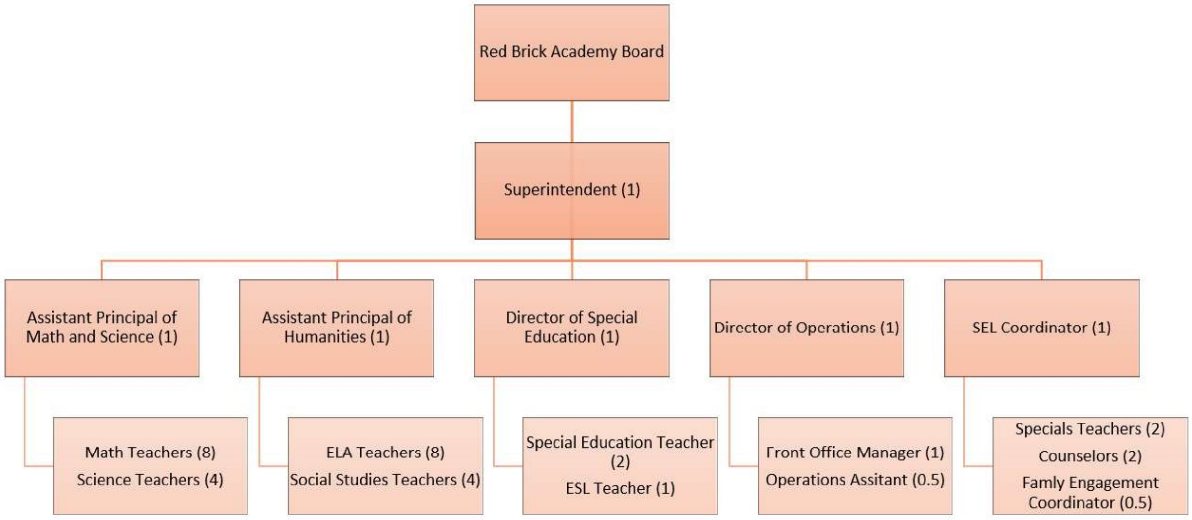
All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

Year 1 Organizational Chart



Year 3 and at Capacity Organizational Chart*

The same organizational chart will apply to Year 3 and at capacity.



Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards' Superintendent Evaluation system, please state so and link in the narrative response. DO NOT attach.

The Red Brick Academy board will use the Commissioner-Recommended Student Performance Domain/Superintendent Appraisal Worksheet to evaluate the Superintendent. The document can be found here: http://ritter.tea.state.tx.us/taa/esc090302d.pdf

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.

Brittney (Smith) Jean-Louis

[redacted]

817-368-6519

RELEVANT EXPERIENCES

- As Executive Director, collaborated with the school board to drive strategic plans and oversee all aspects of school operations and academic programming
- Served on the leadership team of three charter schools that are among the highest performing charter schools in the country
- Coached and evaluated over 100 instructional staff members across all departments at the middle and high school levels
- Led the hiring and recruitment efforts of middle and high school teachers and administrators
- Taught all levels of high school mathematics

WORK EXPERIENCE

BES Fellow – Build. Excel. Sustain. **2020 – Present**

- Participate in trainings and coaching about the essentials of founding a school: budgeting, staffing, curriculum, instruction, school design, community engagement, facilities, and authorization.
- Vet and appoint founding board member candidates
- Write a 100-page school charter application that includes the plan for all aspects of academic, financial, and operational school design
- Facilitate community engagement events to build partnerships, garner support for the school, and gain insight into the community needs
- In partnership with my lawyer, complete all paperwork for non-profit 501 c 3) status

School Director (Principal – Central Brooklyn Ascend Middle School **2018 – 2020**

- Led the school in achieving a 24-percentage point growth on the math state exams while ending the fiscal year $60k under budget
- Collaborated with the network to allocate school resources
- Created, executed, and monitored school climate and teacher development strategic plans
- Analyzed and monitored student performance, attendance, and behavior to identify trends and create action plans
- Led and facilitated professional development for leaders and teachers including: classroom management tools, questioning, continuous monitoring, live coaching, teacher coaching, and leader schedules
- Led operations team to optimize student enrollment, student information, event planning, and meals programs
- Collaborated with families and Dean of Students to create behavior improvement plans and incentive programs

Executive Principal – Great Oaks Charter Public School of Bridgeport **2017 – 2018**

- Collaborated with the Board of Directors to oversee all aspects of operations and academics, including human resources, hiring, marketing, budgeting, state reporting, family/community relations, and risk management/safety
- Participated in fundraising and donor acquisition by networking with donors at fundraising events and hosting on-site school visits
- Analyzed and monitored student performance, attendance, and behavior to determine trends and create action plans
- Lead and facilitated school improvement initiatives and professional development for leadership team members and teachers
- Collaborated with the operations team and the Foundation to ensure educational and operational programs were in compliance with local, state, and federal regulations
- Facilitated district level leadership team meetings to create, execute, and monitor action plans that promoted student achievement

Director of the 9th Grade Academy and AP Calculus Teacher – Boston Preparatory Charter Public School **2016 – 2017**

- Produced one of the highest pass rates on the national AP Calculus Exam in the history of the school
- Led 9th grade teachers, advisers, and special educators to drive student academic and ethical development
- Observed 9th grade teachers and led observation debrief meetings that improved classroom instruction and climate
- Collaborated with the Dean of Students to confirm disciplinary consequences and re-entry plans
- Led meetings with parents of students struggling academically and/or social-emotionally to create action oriented interventions
- Analyzed academic and disciplinary data to create grade level initiatives to improve student outcomes

Match Charter Public Schools

Instructional Coach – Charles Sposato Graduate School of Education **Summer 2016**

- Coached two first year teachers on instructional and class climate strategies during their summer practicum
- Facilitated coaching sessions that improved teachers' instructional practices and cultivated a safe and collaborative classroom climate
- Assessed each teacher on six elements: well-structured lessons, adjustment to practice, meeting diverse needs, safe learning environment, high expectations, and reflective practice

Match Tutor Corps Director – Match Charter Public High School **2014 – 2016**

- Supervised and evaluated 30 math and English tutors
- Led tutors' development and instruction that resulted in an 11% increase in students' advanced proficiency scores on the math MCAS exam.
- Observed tutorials and provided constructive feedback to improve tutoring efficacy
- Organized and delivered professional development sessions about effective math instruction and classroom management strategies
- Collaborated with leadership team members to develop action plans to target academic and cultural improvements

Algebra I and Geometry Teacher – Match Charter Public High School **2012 – 2016**

- Developed and facilitated Common Core aligned curriculum for the Algebra 1 and Geometry courses
- Led scholars to over 97% mastery on the state exams each year of teaching
- Analyzed data from student assessments, exit tickets, and classroom observations to identify standards not yet mastered and create remediation plans
- Differentiated instruction and curriculum for students with disabilities
- Graded all assessments, classwork, and homework
- Communicated regularly with families about their child's academic progress and outcomes

Head Varsity Girls' Basketball Coach – Match Charter Public High School **2011 – 2015**

- Planned and executed basketball practices and game strategies
- Developed players' basketball, leadership, and communication skills
- Received the 2014 Coach of the Year for the Massachusetts Charter School Athletic Organization (MCSAO) Award

Match Tutor Corps Member – Match Charter Public High School **2011 – 2012**

- Tutored three 11th grade students in AP World History, AP Language and Composition, Spanish, Geometry, Algebra 2, and Chemistry; made weekly phone calls to students' parents; developed tutees' study habits and work ethic; mentored students outside of school hours
- Created lesson plans and taught two bi-weekly seminars that remediated information from Boston University courses that senior students audited

EDUCATION

The Wharton School – University of Pennsylvania **May 2018 – May 2020**
Executive Master of Business Administration Candidate

Charles Sposato Graduate School of Education – Boston, MA **August 2011 – May 2013**
Master in Effective Teaching

Dartmouth College – Hanover, NH **September 2007 – June 2011**
Bachelor of Arts - Sociology
2009 Women's Basketball Ivy League Player of the Year and 2016 Dartmouth College Hall of Fame Inductee

tachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

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

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

N/A – The Proposed Superintendent is part of the Instructional Leadership Team. Her resume can be found in attachment 15. No other Instructional Team members have been chosen.

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job description. 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 (Attachment 23) are required for each position on the staffing chart. 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.

Assistant Principal of Math and Science Job Description[1]

Red Brick Academy Overview

Red Brick Academy is a growing middle school with the mission of providing an equitable educational experience in an inclusive environment that prepares students to excel in college and the life of their choosing. This year, we will serve 5th and 6th grade students. We will continue to add a grade each year until we serve students, 5th – 8th grade, by the fall of 2024.

We teach a rich and rigorous college preparatory curriculum that encourages critical thinking and problem solving. We foster a positive, non-punitive school culture where students feel connected, empowered, and safe to take academic risks.

To create this kind of vibrant learning community, we invest heavily in our faculty by providing ongoing professional training and support, and encourage our educators to collaborate closely and push each other to achieve great outcomes.

Visit our website to learn more about our approach at Red Brick Academy.

Assistant Principal of Math and Science

We are seeking an Assistant Principal of Math and Science who is passionate about both curriculum and coaching—who want to spend their time discussing, preparing, and immersing themselves in the content and professional development they provide to teachers. The Assistant Principal of Math and Science is responsible for inspiring teachers to excel in their jobs and motivating students to achieve their highest potentials. The Assistant Principal of Math and Science will provide instructional and administrative leadership to the teaching staff, oversee the implementation of the curriculum and positive classroom climate initiates, coordinate assessments, and monitor students' academic performance. The Assistant Principal of Math and Science will share a hunger for feedback and professional growth. The Assistant Principal of Math and Science reports directly to Superintendent.

The Assistant Principal of Math and Science manages the effective implementation of curriculum, instruction, and classroom climate initiatives and plans and executes whole school professional development sessions for all math and science teachers. Additionally, the Assistant Principal of Math and Science will:

[1] This job description was adopted from Ascend Charter Schools

- Observe, coach, and mentor math and science teachers to ensure that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture
- Support the lesson planning process and provide weekly feedback to teachers on their lessons
- Identify gaps in academic performance and recommend and implement solutions in a timely manner
- Build smooth and efficient working relations that positively impact academics; work closely and efficiently with other instructional leadership team members
- Reinforce positive student behavior and establish rapport with students; communicate individual academic progress

Qualifications:

- Bachelor's degree required; master's degree and certification preferred
- At least three years of teaching with a proven track record of elevating student achievement, preferably in urban schools
- Significant, quantifiable academic achievement results, either as a teacher or leader
- Relentless drive to set and achieve ambitious academic achievement goals
- Demonstrated success using data to drive instruction, with a strong understanding of pedagogy that drives results
- Experience coaching teachers preferred
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Passion and commitment to teaching scholars in underserved areas and to closing the achievement gap
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- Experience teaching in underserved areas, a plus

Diversity at Red Brick Academy

Red Brick Academy is committed to building a diverse and inclusive community, both through our hiring practices and our focus on creating a culture and environment where diverse perspectives, ideas, and identities are valued and integrated into our way of working and educating students. Red Brick Academy staff represent a wide diversity of racial, socio-economic, gender, religious, and national identities—opening a window to the richness of humanity for the entire Red Brick Academy community. We welcome all applicants who share our mission and vision to join us in our deeply consequential work.

do not discriminate based on any identity marker including race, gender, sexual orientation, physical ability, and age.

Compensation

Red Brick Academy offers a competitive salary and comprehensive benefits package commiserate with experience, certification, and level of education.

Assistant Principal of Humanities Job Description[2]

Red Brick Academy Overview

Red Brick Academy is a growing middle school with the mission of providing an equitable educational experience in an inclusive environment that prepares students to excel in college and the life of their choosing. This year, we will serve 5th and 6th grade students. We will continue to add a grade each year until we serve students, 5th – 8th grade, by the fall of 2024.

We teach a rich and rigorous college preparatory curriculum that encourages critical thinking and problem solving. We foster a positive, non-punitive school culture where students feel connected, empowered, and safe to take academic risks.

To create this kind of vibrant learning community, we invest heavily in our faculty by providing ongoing professional training and support, and encourage our educators to collaborate closely and push each other to achieve great outcomes.

Visit our website to learn more about our approach at Red Brick Academy.

Assistant Principal of Humanities

We are seeking an Assistant Principal of Humanities who is passionate about both ELA and social studies curriculum and coaching—who want to spend their time discussing, preparing, and immersing themselves in the content and professional development they provide to teachers. The Assistant Principal of Humanities is responsible for inspiring teachers to excel in their jobs and motivating students to achieve their highest potentials. The Assistant Principal of Humanities will provide instructional and administrative leadership to the teaching staff, oversee the implementation of the curriculum and positive classroom climate initiates, coordinate assessments, and monitor students' academic performance. The Assistant Principal of Humanities will share a hunger for feedback and professional growth. The Assistant Principal of Humanities reports directly to Superintendent.

The Assistant Principal of Humanities manages the effective implementation of curriculum, instruction, and classroom climate initiatives and plans and executes whole school professional development sessions for all ELA and social studies teachers. Additionally, the Assistant Principal of Humanities will:

- Observe, coach, and mentor ELA and social studies teachers to ensure that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture

[2] This job description was adopted from Ascend Charter Schools

- Support the lesson planning process and provide weekly feedback to ELA and social studies teachers on their lessons
- Identify gaps in academic performance and recommend and implement solutions in a timely manner
- Build smooth and efficient working relations that positively impact academics; work closely and efficiently with other instructional leadership team members
- Reinforce positive student behavior and establish rapport with students; communicate individual academic progress

Qualifications:

- Bachelor's degree required; master's degree and certification preferred
- At least three years of teaching with a proven track record of elevating student achievement, preferably in urban schools
- Significant, quantifiable academic achievement results, either as a teacher or leader
- Relentless drive to set and achieve ambitious academic achievement goals
- Demonstrated success using data to drive instruction, with a strong understanding of pedagogy that drives results
- Experience coaching teachers preferred
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Passion and commitment to teaching scholars in underserved areas and to closing the achievement gap
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- Experience teaching in underserved areas, a plus

Diversity at Red Brick Academy

Red Brick Academy is committed to building a diverse and inclusive community, both through our hiring practices and our focus on creating a culture and environment where diverse perspectives, ideas, and identities are valued and integrated into our way of working and educating students. Red Brick Academy staff represent a wide diversity of racial, socio-economic, gender, religious, and national identities—opening a window to the richness of humanity for the entire Red Brick Academy community. We welcome all applicants who share our mission and vision to join us in our deeply consequential work. We do not discriminate based on any identity marker including race, gender, sexual orientation, physical ability, and age.

Compensation

Red Brick Academy offers a competitive salary and comprehensive benefits package commiserate with experience, certification, and level of education.

Director of Special Education[3]

Red Brick Academy Overview

Red Brick Academy is a growing middle school with the mission of providing an equitable educational experience in an inclusive environment that prepares students to excel in college and the life of their choosing. This year, we will serve 5th and 6th grade students. We will continue to add a grade each year until we serve students, 5th – 8th grade, by the fall of 2024.

We teach a rich and rigorous college preparatory curriculum that encourages critical thinking and problem solving. We foster a positive, non-punitive school culture where students feel connected, empowered, and safe to take academic risks.

To create this kind of vibrant learning community, we invest heavily in our faculty by providing ongoing professional training and support, and encourage our educators to collaborate closely and push each other to achieve great outcomes.

Visit our website to learn more about our approach at Red Brick Academy.

Director of Special Education

We are seeking a Director of Special Education who is passionate about ensuring special populations receive the supports that they need to thrive at our school. The Director of Special Education reports directly to the Superintendent and manages the Special Education Teachers.

Responsibilities

The Director of Special Education will ensure the school is in compliance and coordinate staff professional development in the areas of special education, 504s, at-risk RTI support, EL and other related services. The responsibilities include:

- Observe, coach, and supervise special education instructional staff to ensure that teaching is at all times intentional, engaging, and rigorous, and that teachers are creating a warm, structured, and responsive classroom culture
- Implement IEPs and manage the provision of direct services by related service providers approved by TEA
- Ensure that all general education teachers know of, understand, and implement all classroom accommodations and modifications required by IEPs and 504 plans
- Create, implement, and monitor RTI/RTB through weekly data-driven meetings and planning sessions with the support of the Student Supports Team

[3] This job description was adopted from Ascend Charter Schools

- Create implement and review 504 plans

Qualifications

- Special Education Certification, required
- Full-time classroom experience and a demonstrated track record of propelling students' academic growth and mastery
- Experience teaching in underserved areas is preferred
- Demonstrate an unwavering belief that all students can achieve at high levels and that scholars with disabilities are as capable of greatness as general education scholars
- Manifest a total commitment to do whatever it takes to prepare all of the school's students for college
- Demonstrate a record of producing dramatic student achievement gains as a teacher in a tightly disciplined setting
- Have exceptional organizational skills and attention to detail
- Be passionate about urban education and closing the achievement gap
- Be committed to education standards, statewide testing, and accountability
- Be prepared to invest in building relationships with students
- Value being effective over being creative
- Have a "can do" attitude and be a team player, relentless in the pursuit of the school's academic objectives; hard-working and willing to take feedback and engage in a process of self-improvement

Diversity at Red Brick Academy

Red Brick Academy is committed to building a diverse and inclusive community, both through our hiring practices and our focus on creating a culture and environment where diverse perspectives, ideas, and identities are valued and integrated into our way of working and educating students. Red Brick Academy staff represent a wide diversity of racial, socio-economic, gender, religious, and national identities—opening a window to the richness of humanity for the entire Red Brick Academy community. We welcome all applicants who share our mission and vision to join us in our deeply consequential work. We do not discriminate based on any identity marker including race, gender, sexual orientation, physical ability, and age.

Compensation

Red Brick Academy offers a competitive salary and comprehensive benefits package commiserate with experience, certification, and level of education.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-PESS), please state so and link in the narrative response. DO NOT attach.

Assistant Principal EVALUATION TOOL OVERVIEW[1]

Rationale and suggestions for implementation:

1. These rubrics are organized around five domains covering all aspects of a leader's job performance:
   - Part I: Teacher Performance/Student Performance
   - Part II: School Leadership Competencies (select competencies from the school director evaluation tool)
   - Part III: Staff Development – Coaching
   - Part IV: Staff Development – Professional development

   The rubrics use a four-level rating scale with the following labels:
   - 4 – Highly Effective/Expert
   - 3 – Proficient
   - 2 – Working Toward Proficiency
   - 1 – Improvement Necessary

2. The rubrics are designed to give leaders an assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the presence of a leader's practice frequently throughout the year; it is irresponsible to fill out the rubrics based on few observations and without ongoing dialogue about shared understanding of performance.

3. The Proficient level describes solid, expected professional performance; any leadership team member should be pleased with scores at this level. The Highly Effective/Expert level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. Working Toward Proficiency indicates competencies that can be developed in order to achieve proficiency, and indicate the points in performance that hinder the achievement of desired student outcomes. Improvement Necessary indicates that performance has real deficiencies and must improve for employment renewal (although some novice leaders might start here).

4. To score, read across the four levels of performance for each criterion, find the level that best describes the leader's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and leader fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into the evaluation process with humility since they cannot possibly know everything about a leader's complex world. Similarly, leaders should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. Doing so, does not help leaders improve or increase our ability to achieve organizational student outcomes. The kindest thing a supervisor can do for an underperforming leader is give candid, evidence-based feedback and robust follow-up support.

[1] Adapted from Kim Marshall Principal Rubric usage guidelines and Ascend Charter Schools

Evaluation Process

Part I: Reflection, self-assessment, and goal-setting

Assess yourself on the Red Brick Academy Assistant Principal evaluation tool. Set 2-3 growth goals for yourself and write down a plan to meet these goals in preparation for an initial meeting with your supervisor. In the conversation with your supervisor, you will discuss *school-wide goals* as well as hear feedback from your supervisor about areas of growth observed from the previous years (if you are returning leader on the same team).

Part II: Collaborate during your beginning of year meeting (August-September)
Talk to your supervisor to discuss your targets and plan to achieve them.

Part III: Observation and feedback (September-December)

Work with your supervisor and colleagues to gather feedback on your practice and the practice of your teachers related to your goals. Implement feedback to progress toward mastery of your goals.

Part IV: Mid-year evaluation (January- February)

After conducting all teacher evaluations, Assistant Principal evaluations will begin.

While supervisors certainly do not wait until mid-year evaluations to share concerns about underperformance, mid-year evaluations are one way that supervisors will formally document areas of underperformance and plans for improvement as necessary.

With your supervisor, reset or refine goals and define or refine your plan to achieve those goals based on the mid-year evaluation. Continue collecting feedback from your supervisor and colleagues throughout the year, implementing feedback as it is received.

Part V: Goal-setting for the remainder of the year
There is no mandatory, formal meeting in June between Assistant Principals and their supervisors. However, ongoing feedback and the mid-year evaluation will be used to create goals for the following school year. See Part I.

Supervisor Expectations

- Initial meeting with leader to discuss goals
- Feedback throughout the year
- Mid-year formal evaluation meeting

Teacher Performance & Student Outcomes

Part 1: Teacher Data – this is compilation of teacher ratings averaged across the school. Specific teacher impact can and should be captured in section III and IV of this evaluation.

Element of Teaching and Learning Framework	School Avg Performance
1.1 Establish standards-based lesson objectives for instructional plans	
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for scholars	
1.3 Use knowledge of subject matter content/skills and learning processes to plan for scholar learning	
2.1 Creates a classroom/ community culture of learning	
2.2 Manage scholar behavior through clear expectations and a balance of positive reinforcement, reminding, and redirection	
2.3 Establish a culture of respect and rapport that supports scholars' emotional safety and academic achievement	

2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	
2.5 Integrate values	
3.1 Communicate lesson objectives to scholars	
3.2 Facilitate instructional cycle	
3.3 Implementation of instructional strategies	
3.4 Monitor scholar learning during instruction	
4.1 Use student data to guide planning	
4.2 Design assessments to ensure scholar mastery	
4.3 Set goals with students	
5.1 Engage in critical reflection, constantly revising practice to increase effectiveness	
5.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in scholar learning	
5.3 Uphold and exhibit school's professional norms and policies	
6.1 Develop two-way communication with families about scholar learning and achievement	
6.2 Equip families with a variety of strategies to support their child's success and college readiness	
6.3 Help scholars leverage resources in their community that support their success in college and beyond	

Part 2: School Achievement Goals

Overall Rating

II. School Leadership Competencies

Leadership Competency 1: FIRST THINGS FIRST					
Standard	**Level I: Improvement Necessary**	**Level II: Working Towards Proficiency**	**Level III: Proficient**	**Level IV: Highly Effective/ Expert**	**Proficiency Level**
a. **Planning**	Has a list in his or her head of tasks to be accomplished each day, but often loses track.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	
b. **Follow-up**	Trusts his or her memory to retain important information, but often forgets and fails to follow up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	
c. **Expectations**	Is constantly reminding staff what they should be doing in management and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Has total staff buy-in on exactly what is expected for management procedures and discipline.	
d. **Balance**	Is unproductive and irritable because of fatigue and stress.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is healthy and focused by balancing work demands with healthy habits.	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	
e. **Teacher Leadership**	Does almost everything him- or herself.	Doesn't delegate some tasks that should be done by teachers.	Sets clear expectations. Delegates appropriate tasks that improve teacher capacity and checks on progress. (i.e. STEP Schedules, TPDs, Field trip coordination, data management)	Sets clear and appropriate expectations. Delegates appropriate tasks that improve teacher capacity and checks on progress. (i.e. STEP Schedules, TPDs, Field trip coordination, data management)	
f. **Prevention**	Finds that large portions of each day are consumed by crises and time-wasting activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Is effective at preventing and/or deflecting many time- wasting crises and activities.	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	

Leadership Competency 2: CURRICULUM AND DATA					
Standard	**Level I: Improvement Necessary**	**Level II : Working Towards Proficiency**	**Level III: Proficient**	**Level IV: Highly Effective/ Expert**	**Proficiency Level**
c. Student achievement targets*	Urges teachers to improve student achievement, but without citing measurable outcome goals.	Urges grade-level/subject teams to set measurable interim student learning goals that lead to the end of year targets.	Works with grade-level and subject-area teams to set measurable interim student goals that lead to the end of year targets, and works with them to monitor progress.	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals, interim goals that lead to year-end goals and progress monitoring.	
d. Knowledge of curriculum and assessments	Does have deep knowledge of curriculum and assessment. Does not engage in analysis of the curriculum and assessments. Does not engage network curriculum leaders in thoughtful conversation about the curriculum.	Has adequate knowledge of curriculum and assessments. Engages in conversation about the curriculum and assessments on the school level. Rarely engages network curriculum leaders in dialogue about the program.	Has deep knowledge of curriculum and assessments. Engages in conversation about the curriculum and assessments on the school level and with the curriculum team leaders. Shares thoughtful questions and ideas about potential improvements to the program.	Constantly works to analyze the curriculum and assessments. Asks rigorous questions of colleagues. Advocates effectively for specific modifications that will enhance student achievement.	
f. Student work and data analysis	Does not ensure that teachers regularly evaluate assessment results and student work to improve teaching. Most staff members are in need of improvement in Domain 4 of the Teaching and Learning Framework.	Implements some data-driven practices at the teacher and team level, but relies primarily on summative assessment data, rather than formative data or student work to drive instructional improvements. Few teachers are proficient in Domain 4 of the Teaching and Learning Framework.	Actively improves teacher capacity to effectively analyze and act on the findings of assessment results and student work analysis. Most teachers are ranked as proficient in Domain 4 of the Teaching and Learning Framework.	Creates a data-hungry culture where teachers are acting on student data on a daily, weekly and monthly basis. Targeted teaching practices are visible in each class period. Nearly all teachers are ranked as proficient or advanced in Domain 4 of the Teaching and Learning Framework.	
f. Monitoring	Is inattentive to important school data.	Monitors academic, attendance and discipline data to inform decisions.	Monitors data in several key areas and uses them to inform improvement efforts.	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	
g. Celebration	Takes credit for improvements in school performance or misses opportunities to celebrate success.	Congratulates individuals on successes.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	

*for DOSs Culture Data should also be utilized in a similar fashion

Leadership Competency 2: CULTURE					
Standard	**Level I: Improvement Necessary**	**Level II : Working Towards Proficiency**	**Level III: Proficient**	**Level IV: Highly Effective/ Expert**	**Proficiency Level**
a. Expectations	Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Sets expectations for student behavior and establishes school wide routines and consequences.	Gets staff buy-in for clear, school wide student-behavior standards, routines, and consequences.	
b. Effectiveness	Tries to deal with disruptive students but is swamped by the number of problems.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	
c. Celebration	Rarely praises students and fails to build school pride.	Praises well-behaved students and good grades.	Praises student achievement and works to build school spirit.	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	
d. Training	Does little to build teachers' skills in classroom management.	Urges teachers to get better at classroom management.	Organizes and leads workshops and that effectively improve classroom management.	Ensures that staff are skilled in positive and responsive discipline and sensitive handling of student issues.	
e. Support of high-touch scholars	Focuses mainly on discipline and punishment with	Tries to get crisis counseling for highly disruptive students.	Uses a data-driven approach to identify struggling students	Is highly effective getting counseling, mentoring, and	

	highly disruptive students.		and works to get support services to meet their needs.	other supports for high-touch students.	
	Provides little or no monitoring of the progress report or report card process.	Makes sure that progress reports and report cards are filled out correctly and provided to all parents.	Works to maximize the number of effective face-to-face parent/ teacher progress report conferences.	Orchestrates student-led report card conferences in which parents and students see specific next steps for improvement.	
h. Communication with families	Leaves parent contact and communication up to individual teachers.	Suggests that teachers communicate regularly with parents.	Maintains effective school-level parent communication systems, and asks teachers to have regular channels of communication of their own.	Effectively maintains and improves several effective school-level parent communication systems and gets all teachers communicating effectively with parents.	

Overall Rating

III. Staff Development: Coaching Specific

LEADER MOVES					
Component	**Level I Improvement Necessary**	**Level II Working Towards Proficiency**	**Level III Proficient**	Level IV Highly Effective/ Expert	**Proficiency Level**
a. Coaching systems	The coach operates through the use of a few coaching practices rather than consistently utilizing systems or structures. The frequency is inconsistent and expectations are unclear due to weak communication or irregularity of coaching.	The coach articulates plans for coaching, frequency and progress so that coaching methods and activities are sufficiently planned. Expectations for the coaching relationship are guided by norms and procedures that are often followed.	The coach articulates the strategy for coaching, frequency and progress so that coaching methods and activities are well planned, but may lack consistent intentionality or strategy. Expectations for the coaching relationship are guided by norms and procedures that are fairly regularly followed.	A clear theory of action for coaching is established that drives cycles of support with clear goals and markers for progress that are utilized to monitor progress. The coach clearly articulates the strategy for coaching frequency and progress so that coaching methods and activities are intentionally planned. Expectations for the coaching relationship are guided by pre-determined norms and procedures that are regularly followed.	
b. Curricular / program implementation	Ensures teachers have access to all Ascend curriculum and assessment materials, but fails to support teachers effectively with implementing the curriculum with fidelity. Teachers do not stay on pace, and sometimes go off-model without the knowledge of school leaders.	Ensures that most teachers are executing the Ascend curriculum with fidelity. Some off-model practices exist, but the school leaders are well aware of these practices and have a plan for moving teacher practice to a stronger execution of the program design.	Teachers are bought into and understand how to implement each element of the Ascend curriculum and do so with fidelity. Most teachers are on pace.	Most teachers execute the Ascend curriculum effectively and with fidelity on a daily basis. Teachers are on pace and are making effective and efficient use of all curricular materials.	
c. Trusting coaching relationship	Fails to establish and display clear norms of mutual respect for professional interaction, including honesty, integrity, and confidentiality. Fails to maintain positive and productive relationships with colleagues and school director.	Inconsistently establishes and displays clear norms of mutual respect for professional interaction, including honesty, integrity, and confidentiality. Projects and maintains positive and productive relationships with select groups of staff and school director.	Establishes and displays clear norms of mutual respect for professional interaction, including honesty, integrity, and confidentiality. Projects and maintains positive and productive relationships with colleagues and school director. Some staff seek assistance in improving instructional skills by initiating coaching support. Resources, data, and feedback are given in a timely fashion.	Most or all staff seek assistance in improving their instructional skills by initiating coaching support.	
d. Quality of feedback	The leader makes recommendations that are not actionable or measurable, nor do they employ the right levers for driving student achievement. The leader does not provide any resources or materials.	The leader makes recommendations that are sometimes actionable and measurable, and employ the right levers for driving student achievement. The leader provides resources and/or materials that may not be relevant to key levers for teachers.	Most recommendations that the leader makes are actionable and measurable, and employ the right levers for driving student achievement. The leader provides resources and/or materials that support improvement within the key levers for teachers.	The leader makes recommendations that are actionable and measurable, and employ the right levers for driving student achievement. The leader collaboratively examines resources and materials brought by teachers that support the key levers for instructional growth.	

e. **Matching: Use of Coaching Strategies**	Coaching strategies do not support teacher reflection or growth of a majority of staff.	Coaching strategies do not always support the situation or goal. Not all coaching strategies are evident or of high impact. Conferencing is sometimes included in the coaching process. Inconsistently uses reflection with teachers as a part of planning future support. Follows up at times with teachers, and does not always provide appropriate support to promote teacher growth.	Uses coaching strategies to support the situation and goal. Coaching strategies include planned observations, modeling, co-teaching, coordinating peer observations, and live coaching. Utilizes appropriate conferencing strategies before and after classroom observations, modeling, live coaching and co-teaching and when assisting with planning. Provides teachers opportunities for formal or informal reflection to assess future support needed by the teacher. Follows up with teacher(s) as needed to provide support.	Allows for a balance of coaching strategies accurately chosen based on needs of teachers and situations. Conferencing strategies promote self-efficacy and problem solving within the teacher. Teacher reflection is consistently utilized to plan future support. Continual follow up for teachers supports lasting change or implementation of new strategies and practices.	
f. Planned Observation and Data Collection	Observation is performed, however, data is not collected or shared and feedback and reflection with teachers is not evident.	Feedback from observations is always focused on suggestions and lacks objective description and or questioning strategies to promote teacher reflection and growth.	Following observations, guided reflection and conference provide an accurate and objective description of practice, citing specific positive and negative characteristics. Uses coaching strategies, including questioning, and/or makes specific suggestions as to how the instruction might be improved.	Uses coaching strategies and/or makes suggestions on improving instruction and student achievement based on data collected, students' needs, and knowledge of goals for teacher growth.	

Additional Evidence:

EVIDENCE OF TEACHER IMPACT					
Component	**Level I Improvement Necessary**	**Level II Working Towards Proficiency**	**Level III Proficient**	**Level IV Highly Effective/ Expert**	**Proficiency Level**
Teacher Implementation	Teachers can name a coaching focus, but require heavy guidance for satisfactory implementation and may be able to explain how it improves their practice.	Teachers can name some coaching goals, require guidance for satisfactory implementation and can explain how it improves their practice.	Teachers can name some coaching goals, own them with guidance, and are able to implement them effectively and explain how they improves their practice.	Teachers can name the coaching goals, own them, and are able to implement them effectively and explain how they improve their practice and student outcomes.	
Teacher Experience	Teachers have little confidence in coach's abilities and feel partially supported by the coach. Teachers may not know goals for coaching and can feel that coaching is happening to them versus in service of them. Teachers feel that the coaching process is overwhelming or not a good use of their time or are unable to connect the work to student achievement.	Teachers feel somewhat confident in coach's abilities and feel supported by the coach. Teachers know some of the ways the coach has developed them. Teachers feel that the coaching process is helping them develop, but may struggle to connect it to student achievement.	Teachers feel confident in coach's abilities and feel supported by the coach. Teachers name some ways they have worked collaboratively to achieve coaching goals. Teachers feel that the coaching process is helping them develop and achieve higher levels of student achievement.	Teachers feel fully confident in coach's abilities and trust the coach's interest in their development. Teachers can name the collaborative process used to reach coaching goals at any point. Teachers feel that the coaching process is challenging but reasonable. Teachers can clearly connect coaching to student achievement gains.	

Additional Evidence:

EVIDENCE OF STUDENT IMPACT					
Component	Level I Improvement Necessary	Level II Working Towards Proficiency	Level III Proficient	Level IV Highly Effective/ Expert	Proficiency Level
Student Impact	Few student targets are met or less than 25% of students show mastery or signs of consistent growth over time; pockets of achievement cannot be linked to coaching work or goal setting.	Less than half of student targets are met and the increase toward higher levels of mastery over time can sometimes be linked to coaching goal setting.	A majority of student targets are met and increase toward higher levels of mastery over time directly linked to coaching goal setting.	≥90% Student targets are met and increase toward higher levels of mastery over time are directly linked to coaching goal setting.	

Additional Evidence:

Overall Rating

IV. Staff Development: Team Meetings and Staff Training

LEADER ACTIONS					
Component	**Level I Improvement Necessary**	**Level II Working Towards Proficiency**	**Level III Proficient**	**Level IV Highly Effective/ Expert**	**Proficiency Level**
Preparation	Meetings have no objectives or they are unclear as to how they will improve student outcomes. Planned activities in PD are not aligned to meet the objective or assistant principal uses a standard protocol with no adjustments; tasks in PD do not mimic the teacher performance required as a result of the PD.	Meetings have unclear objective(s) and are inconsistently aligned to student outcomes. Planned activities in PD are aligned to meet some of the objectives; tasks in PD are related to teacher performance required but do not provide full opportunity for teacher skill building to meet the objective.	Meetings have a somewhat clear, manageable and relevant objective that is the key lever for improving student outcomes. Planned activities in PD are aligned to meet the objective; tasks provide practice for parts of teacher performance required.	Meetings have a clear, manageable and relevant objective that is a data based key lever for improving student outcomes. Planned activities in PD are tightly aligned to meet the objective; tasks provide exact practice for teacher performance required.	
Objective Mastery	Leader creates no intentional opportunities to measure teacher mastery of objective: Teacher may or may not be able to name the PD action steps. At the conclusion of a meeting leader has a sense of objective mastery for a few participants.	Leader creates insufficient opportunities to measure teacher mastery of objective: Teachers may be able to name the PD action steps, own them, or be able to implement them and explain how it improves their practice. At the conclusion of a meeting leader has a sense of objective mastery for less than half participants.	Leader creates opportunities to measure teacher mastery of objective: Teachers can name the PD action steps, own them, and are able to implement them and explain how they improve their practice. At the conclusion of a meeting leader has a general sense of objective mastery for most participants.	Leader intentionally creates opportunities to measure teacher mastery of objective for all teachers: Teachers can name the PD action steps, own them, implement them and explain how they improve their practice. Leader has a complete sense of objective mastery for most participants.	
Facilitation	Facilitation lacks assertive guidance toward outcomes. Group norms are not reinforced and certain voices or ideas dominate. Discussion is intellectually engaging for few participants or is infrequently so. Questions are asked to check for listening and it can frequently feel like facilitator is "fishing" for an answer. Teachers do little to no heavy lifting; facilitator heavily uses direct instruction and does little to no modeling of inquiry-based practice.	Facilitation may be assertive. Group norms are reinforced occasionally and contrasting perspectives are encouraged but certain voices or ideas can dominate. Discussion is intellectually engaging for some participants. Questions are asked to check for understanding or listening. Teachers do some or little of the heavy lifting; facilitator uses direct instruction or "tells" teachers "what they need to know".	Facilitation is strategic at times and assertive. Group norms are reinforced at times and contrasting perspectives are encouraged and used to build new understanding. Discussion is intellectually engaging for all participants. Questions are asked to inspire critical thinking. Teachers do some of the heavy lifting; facilitator models some aspects of inquiry based teaching practice.	Facilitation is strategic and assertive. Group norms are reinforced and contrasting perspectives are encouraged and used to build new understanding. Discussion is intellectually rigorous and engages all participants. Questions are asked to inspire critical thinking and drive toward increasing rigor of instruction. Teachers do almost all of the heavy lifting; facilitator models inquiry based teaching practice.	
Systems for Follow through	Assistant principal has no means to follow-up on implementation of PD or follow-up is not grounded in student achievement data.	Assistant principal has a means to follow-up on goal setting and can monitor implementation and student impact of PD, if needed, or this information gathering process is infrequent. Goals may be set but they are not clear or well aligned.	Assistant principal has a system to follow-up on goal setting where they monitor implementation and student impact, including data collection that drives toward future goal setting.	Assistant principal facilitates and owns a consistent system to follow-up on goal setting where they monitor implementation and student impact; data collection always drives toward future goal setting.	

Additional Evidence:

EVIDENCE OF TEACHER IMPACT[2]					
Component	**Level I Improvement Necessary**	**Level II Working Towards Proficiency**	**Level III Proficient**	**Level IV Highly Effective/ Expert**	**Proficiency Level**
a. Questioning	Team asks low level questions of one another that don't push each other's practice.	Team identifies one or two follow-up questions to ask, but doesn't push for depth. Questions are inconsistent in their level of rigor, or focus on clarification rather than challenge.	Team members usually ask questions of one another, pushing colleagues to engage in deep critical thinking, and unpack misconceptions. Team's questions often engage all members in deep critical thinking.	Team members constantly ask challenging questions of one another, pushing colleagues to engage in deep critical thinking, and unpack misconceptions. Team's questions successfully drive toward increasing the rigor of their instruction.	
b. Authentic Discussion	Team is rarely able to facilitate open discussions that advance the work. Not all members participate.	Discussion is sometimes authentic, but often skirts the core issues at play. Members respond to each other's points and state their thinking on the topic. Most members participate.	Team discussion is honest. Team members carefully respond to each other's points and concisely and eloquently state their thinking on the topic. All members participate most of the time.	Team discussion is open and authentic. Team members feel safe being vulnerable, and carefully respond to each other's points and concisely and eloquently state their thinking on the topic. All members participate all of the time.	
c. Intellectual Rigor	The team does not engage in rigorous conversation or work.	The rigor bar for the team's work is inconsistent. Team often stays where they are comfortable or addresses superficial problems rather than unpacking the toughest challenges.	Team's work together is sufficiently rigorous, but may not actively stretch each member's capacity in every meeting.	Team treats each meeting as an opportunity to deepen their craft. Team constantly challenges one another and tests the intellectual ceiling of their work. Team embraces struggle because they knows adult struggle is good for students.	
d. Goal-Setting	Team does not set goals.	Team inconsistently sets goals, or fails to monitor progress against them.	Team sets goals. Teachers generally know what students must do to demonstrate mastery but inconsistently set deadlines for mastery.	Team effectively and strategically sets goals together, such that all members know *exactly* what they are working on and *exactly* what students need to do to demonstrate mastery and by when.	
e. Progress Monitoring	Team lacks systems for tracking member's progress.	Team has a system for tracking members' progress, but it is rarely used.	Team has a clear system for tracking all members' progress. The team celebrates and problem solves at least every other week.	Team has and uses simple, clear systems for tracking all members' progress. The team regularly celebrates progress and works to solve problems together on a weekly basis.	
f. Implementation	Teachers have little to no understanding and ability to execute the action step developed in the PD. There is no evidence or very inconsistent evidence of implementation within the week after the PD.	Teachers have some understanding and ability to at least attempt to execute the action step developed in the PD. There is little evidence or inconsistent evidence of implementation within the week after the PD.	Teachers have a basic understanding and ability to at least attempt to execute the action step developed in the PD. There is evidence of implementation within the week after the PD.	Teachers have clear understanding and ability to execute the action steps developed in PD. There is visible evidence of implementation within 48 hours of the PD.	

Additional Evidence:

EVIDENCE of STUDENT IMPACT					
Component	**Level I**	**Level II**	**Level III Proficient**	**Level IV**	**Proficiency Level**

[2]Taken from KIPP Foundation Content teams tool kit – implementation rubric

	Improvement Necessary	Working Towards Proficiency		Highly Effective/ Expert	
Student Impact	Few student targets are met or less than 25% of students demonstrate mastery or signs of consistent growth over time or pockets of achievement cannot be linked to PD work or goal setting.	Less than half of student targets are met and the increase toward higher levels of mastery over time can sometimes be linked to PD goal setting.	A majority of student targets are met and the increase toward higher levels of mastery over time can be directly linked to PD goal setting.	≥90% student targets are met and increase toward higher levels of mastery over time directly linked to PD goal setting.	

Additional Evidence:

Overall Rating

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 (Attachment 23) are required for each position on the staffing chart. 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.

The Red Brick Academy finance and operations leadership team include the Superintendent and the Director of Operations. The proposed Superintendent has been identified. Her resume can be found in attachment 15. The Director of Operations has not been identified. The job description for this role is also below.

Director of Operations Job Description (Adopted from KIPP Texas)

Red Brick Academy Overview

Red Brick Academy is a growing middle school with the mission of providing an equitable educational experience in an inclusive environment that prepares students to excel in college and the life of their choosing. This year, we will serve 5th and 6th grade students. We will continue to add a grade each year until we serve students, 5th – 8th grade, by the fall of 2024.

We teach a rich and rigorous college preparatory curriculum that encourages critical thinking and problem solving. We foster a positive, non-punitive school culture where students feel connected, empowered, and safe to take academic risks.

To create this kind of vibrant learning community, we invest heavily in our faculty by providing ongoing professional training and support, and encourage our educators to collaborate closely and push each other to achieve great outcomes.

Visit our website to learn more about our approach at Red Brick Academy.

Job Description

Red Brick Academy seeks a Director of Operations who is a systems thinker with strong leadership skills and a passion for operations, educational equity, and preparing students for college success and a life full of desirable options.

Shared Services Duties

- Create strategic approach for arrival and dismissal.
- Collaborate with Back-Office Provider and Superintendent to ensure internal controls for school purchases
- Create professional development trainings
- Must be comfortable training teachers and staff
- Responsible for securing emergency services (fire, police, EMS) in an emergency
- Maintain all Emergency and Evacuation plans; ensure that they are current and in compliance
- Ensure school supplies and inventory is kept in stock

- Compose and prepare all notifications and memos for families, students, and teachers based on school leader preferences in both languages
- Handle and maintain accurate records of petty cash
- Process and order all purchase orders
- Maintain documentation of all receipts and order forms
- Maintain Red Brick Academy Calendar (electronic and paper)
- Accounting responsibilities (entries, coding, receipt handling, etc.)
- Oversee student and parent events that may involve planning and executing events. Some hours may involve after work hours or on the weekends.
- Oversee planning, execution and attend internal or external events for the purpose of recruitment of new families. Some hours may involve after work hours or on the weekends. You must be flexible to work during the evenings and weekends.
- Perform other duties assigned to them by their manager.
- Campus testing coordinator of all logistics for testing

PEIMS/Attendance Duties:

- Manage Front Office Manager—compose yearly performance evaluations and design/facilitate professional development or certification opportunities
- Maintain and update parent contact information in student folders and in Student Information System.
- Create and track attendance incentives in order to meet attendance goals. Tracks truancy.
- Manage student permanent records and forms (doctors notes, personal information, lunch forms, field lesson permission slips, enrollment and reenrollment)
    - Process and manage all new and existing student information in the information management system.
- Process all new student information
- Interact with parents and visitors and serve as ambassador of the school at all times
- Serve as System Information coordinator and point person for support
- Oversee attendance records and compliance
- Collaborate with campus staff (Superintendent, Director of Special Education, Assistant Principals) to collect, organize and format data required to submit district PEIMS data in a timely manner
- Interface with Director of Special Education to ensure all special populations are identified and coded in the SIS system.
- Prepare and submit complete PEIMS student data reports or FSP reports.

Supervisory Responsibilities

The Director of Operations reports directly to the Superintendent and will have 1-2 direct reports.

Qualifications

- One-2 years of supervisor/management experience strongly preferred.
- Bilingual (Spanish), preferred
- Experience working in education preferred.
- Bachelor's degree required.
- Possess strong interpersonal and customer service skills.
- Interest in working with students and parents in urban school setting required.
- Demonstrated ability to perform several tasks concurrently with ease and professionalism.
- Outstanding organizational skills and high attention to detail.
- Ability to operate computer and other general office equipment; MS Office skills preferred
- Ability to communicate clearly and concisely, verbally and in writing.
- Must be able to keep student matters strictly confidential.
- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks.
- A sense of humor.
- Unquestioned commitment to Red Brick Academy's mission and values.
- One to two years of work experience with either non-profit or education organization preferred.

Compensation and Benefits:

Red Brick Academy offers a competitive salary and comprehensive benefits package commiserate with experience, certification, and level of education.

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 (Attachment 23) are required for each position on the staffing chart. 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.

The Red Brick Academy Operations team include the Superintendent, the Director of Operations, and the Front Office Manager. The proposed Superintendent has been identified. Her resume can be found in attachment 15. The Director of Operations has not been identified. The job description can be found in attachment 20. The Front Office Manager has not been identified. Below is the job description for the Front Office Manager.

Front Office Manager Job Description (Adopted from KIPP Texas)

Red Brick Academy Overview

Red Brick Academy is a growing middle school with the mission of providing an equitable educational experience in an inclusive environment that prepares students to excel in college and the life of their choosing. This year, we will serve 5th and 6th grade students. We will continue to add a grade each year until we serve students, 5th – 8th grade, by the fall of 2024.

We teach a rich and rigorous college preparatory curriculum that encourages critical thinking and problem solving. We foster a positive, non-punitive school culture where students feel connected, empowered, and safe to take academic risks.

To create this kind of vibrant learning community, we invest heavily in our faculty by providing ongoing professional training and support, and encourage our educators to collaborate closely and push each other to achieve great outcomes.

Visit our website to learn more about our approach at Red Brick Academy.

Job Description

Red Brick Academy seeks an Operations Manager who is a strong relationship builder with students and families, is well organized, and has a passion for operations, educational equity, and preparing students for college success and a life full of desirable options.

- Interact with parents and visitors and serve as ambassador of the school at all times
- Serve as System Information coordinator and point person for support
- Oversee attendance records and compliance
- Oversees student & staff attendance data process including:
    - Processing late arrivals & following up with the families of absent students

    - Tracking and reporting excessive absences to Director of Operations
- Manages the student withdrawal process including:
    - Coordinating student and parent meetings with the Superintendent
    - Filing all appropriate paperwork and updating the student information system
    - Tracking and reporting attrition trends to the Director of Operations
- Supports the management of the school's supply and asset inventory (i.e., computers, textbooks)
- Collects and tracks uniform, meal, and activity fees
- Supports Front Office Operations processes including but not limited to:
    - Answering and directing phone calls
    - Supporting parent and student needs
    - Additional administrative tasks
- Assist with preparing PEIMS student data reports and FSP reports.

<u>Qualifications</u>

- Unwavering commitment to Red Brick Academy's mission, students, families, and communities
- Acute attention to detail and passion for accuracy
- Welcoming and positive presence
- Passion for serving customers
- Willingness to be flexible and to go above and beyond to meet the needs of students and families
- Desire to continuously learn and increase effectiveness as a professional; offer and receive constructive feedback
- Highly fluent in Spanish
- Office experience, preferably in a school setting
- Excellent computer skills
- Excellent verbal and written skills
- Previous experience with data entry and/or data management preferred

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, describe how the teacher-student ratio was calculated 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	N/A	N/A	N/A	N/A	N/A	N/A
Chief Operating Officer	N/A	N/A	N/A	N/A	N/A	N/A
Other Central Office staff	N/A	N/A	N/A	N/A	N/A	N/A
Total central office FTEs	1	1	1	1	1	1
Elementary School Campus Staff						
School leaders	N/A	N/A	N/A	N/A	N/A	N/A
Teachers	N/A	N/A	N/A	N/A	N/A	N/A
Teachers (specials, e.g., art)	N/A	N/A	N/A	N/A	N/A	N/A
Teachers, ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
Teachers, Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Student support staff	N/A	N/A	N/A	N/A	N/A	N/A
Campus operations	N/A	N/A	N/A	N/A	N/A	N/A
Total elementary FTEs	N/A	N/A	N/A	N/A	N/A	N/A
Middle School Campus Staff						
Assistant Principal of Humanities	1	1	1	1	1	1
Assistant Principal of Math	0	1	1	1	1	1
Director of Special Education	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Math Teacher	4	6	8	8	8	8
ELA Teacher	4	6	8	8	8	8
Science Teacher	2	3	4	4	4	4
Social Studies Teacher	2	3	4	4	4	4
Specials Teacher (P.E./Health)	1	1	1	1	1	1
Specials Teacher (Art/Dance)	0	0	1	1	1	1
Teacher, ESL	1	1	1	1	1	1
Teacher, Special Education	1	2	2	2	2	2
Counselor	1	2	2	2	2	2
SEL Coordinator	0.5	0.5	1	1	1	1
Family Engagement and External Partnerships Coordinator	0.5	0.5	0.5	0.5	0.5	0.5
Front Office Manager	1	1	1	1	1	1
Operations Assistant	0	0	0.5	0.5	0.5	0.5

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Total middle school FTEs	22	31	39	39	39	39
High School Campus Staff						
School leaders	N/A	N/A	N/A	N/A	N/A	N/A
Teachers	N/A	N/A	N/A	N/A	N/A	N/A
Teacher (specials, e.g., art)	N/A	N/A	N/A	N/A	N/A	N/A
Teacher, ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
Teacher, Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Student support staff	N/A	N/A	N/A	N/A	N/A	N/A
Campus operations	N/A	N/A	N/A	N/A	N/A	N/A
Total high school FTEs	N/A	N/A	N/A	N/A	N/A	N/A
Total charter school staff	22	31	39	39	39	39
Teacher-student ratio*	1:14	1:15	1:15	1:15	1:15	1:15

*Teacher-student ratio assumes the following student enrollment by year: Y1 = 216, Y2 = 324, Y3 – Y5 = 432. Teachers include general education, special education, ESL/bilingual, and specials teachers.

ttachment 23: Supplemental Human Resources Information Forms

Using the template provided in the *Additional Attachments PDF Forms* document on the New Operator Application Page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Superintendent

Reports to: Red Brick Academy Board of Directors

Salary Range: $95,000 - $120,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: At least 5 years teaching and leading in schools with students of color in socioeconomically disadvantaged neighborhoods; significant academic achievement results as a leader; goals oriented; experience coaching teachers and leaders; ability to create a safe, supported, and challenging school environment; at least 2 years of school finance and operations experience; commitment to educational equity; growth mindset

Certification Required: Superintendent certificate preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Houston ISD	101912	Houston	209,309	$96,900 – $107,100
Spring ISD	101919	Houston	35,284	$88,013 – $126,481
Aldine ISD	101902	Houston	67,130	$71,984 – $125,441

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Superintendent

Reports to: Red Brick Academy Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Lead professional development for and evaluations of all leadership team members
2. Coach math and science teachers in Year 1
3. Ensure compliance with all TEA required reporting
4. Collaborate with Back-Office Provider and oversee financial statements and payroll
5. Ensure all students, including special population groups, are meeting academic and social emotional targets
6. Manage Red Brick Academy board relations and deliver school updates at monthly board meetings
7. Oversee hiring, firing, and promotion systems
8. Ensure all funds and assets are properly safeguarded and administered
9. Oversee the implementation of school policies included in Family Handbooks and Staff Handbooks
10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Assistant Principal of Math and Science

Reports to: Superintendent

Salary Range: 70,000 – 80,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: At least 3 years teaching experience in mathematics; significant academic achievement results as a teacher or leader; goals oriented; experience coaching teachers preferred; student data analysis experience; ability to create a safe, supported, and challenging classroom environment; commitment to educational equity; growth mindset

Certification Required: Principal certificate preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Houston ISD	101912	Houston	209,309	$65,879 – $81,686
Spring ISD	101919	Houston	35,284	$66,158 – $99,237
Aldine ISD	101902	Houston	67,130	$64,953 – $113,450

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Assistant Principal of Math and Science

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Lead all professional development activities for and evaluations of Math and Science Teachers
2. Serve on the school leadership team and assist with strategic planning for the school
3. Respond and mitigate level 3 disciplinary issues
4. Coordinate with Director of Operations for Humanities testing logistics
5. Ensure all students, including special population groups, are meeting math and science academic targets
6.
7.
8.
9.
10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Assistant Principal of Humanities

Reports to: Superintendent

Salary Range: 70,000 – 80,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: At least 3 years teaching experience in ELA; significant academic achievement results as a teacher or leader; goals oriented; experience coaching teachers preferred; student data analysis experience; ability to create a safe, supported, and challenging classroom environment; commitment to educational equity; growth mindset

Certification Required: Principal certificate preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online 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
Houston ISD	101912	Houston	209,309	$65,879 – $81,686
Spring ISD	101919	Houston	35,284	$66,158 – $99,237
Aldine ISD	101902	Houston	67,130	$64,953 – $113,450

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Assistant Principal of Humanities

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Lead all professional development activities for and evaluations of ELA and Social Studies Teachers
2. Serve on the school leadership team and assist with strategic planning for the school
3. Respond and mitigate level 3 disciplinary issues
4. Coordinate with Director of Operations for Humanities testing logistics
5. Ensure all students, including special population groups, are meeting ELA and social studies academic targets
6.
7.
8.
9.
10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Director of Operations

Reports to: Superintendent

Salary Range: 70,000 – 80,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: 2 years of supervisory/management experience strongly preferred; experience working in a charter school setting strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$65,879 – $81,686
Spring ISD	101919	Houston	35,284	$66,158 – $99,237
Aldine ISD	101902	Houston	67,130	$64,953 – $113,450

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Director of Operations

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Collaborate with Back-Office Provider and Superintendent to ensure internal controls for school purchases
2. Serve on the school leadership team and assist with strategic planning for the school
3. Compose and prepare all notifications and memos for families, students, and teachers based on school leader
4. Process and order all purchase orders
5. Handle and maintain accurate records of petty cash
6. Oversee planning, execution and attend internal or external events for the purpose of recruitment of new families.
7. Collaborate with campus staff (Superintendent, Director of Special Education, Assistant Principals) to collect, organize and format data required to submit district PEIMS data in a timely manner
8. Interface with Director of Special Education to ensure all special populations are identified and coded in the SIS system.
9.
10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Math Teacher

Reports to: Assistant Principal of Math and Science

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8.

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Science Teacher

Reports to: Assistant Principal of Math and Science

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8.

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: English Language Arts (ELA) Teacher

Reports to: Assistant Principal of Humanities

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8.

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Social Studies Teacher

Reports to: Assistant Principal of Humanities

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8.

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Specials Teacher (PE/Health)

Reports to: SEL Coordinator

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8.

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Specials Teacher (Art/Dance)

Reports to: SEL Coordinator

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8.

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: ESL Coordinator and Teacher

Reports to: Director of Special Education

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

Certification Required: ESL Certification

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 online 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
Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8. Ensure all previous and current ESL students are tested according to state mandates

9. Collaborate with Director of Special Education to ensure all ESL data and reporting is completed on time

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Special Education Teacher

Reports to: Director of Special Education

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher, strongly preferred; commitment to educational equity; growth mindset

Certification Required: Special Education Certification

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 online 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).

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Houston ISD	101912	Houston	209,309	$54, 349 – $96, 371
Spring ISD	101919	Houston	35,284	$56,500 – N/A
Aldine ISD	101902	Houston	67,130	$56,000 – $89, 429

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

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. Communicate frequently with parents about their child's academic and social-emotional progress

4. Attend and fully engage in all professional development sessions

5.

6. Analyze student data and create full group and individual action plans that result in exemplary student outcomes

7. Maintain a safe, supported, and challenging classroom environment

8. Collaborate with Director of Special Education to ensure all SpED data and reporting is completed on time

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: SEL Coordinator

Reports to: Superintendent

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher or leader; Counseling certification strongly preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$55,379 – $97, 371
Spring ISD	101919	Houston	35,284	$56,173 – $84,735
Aldine ISD	101902	Houston	67,130	$58,454 – $92,752

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: SEL Coordinator

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Lead professional development of and evaluations for specials teachers, counselors, and the Family Engagement and External Partnerships Coordinator
2. Lead SEL training sessions for all staff
3. Support with de-escalating students
4. Create all SEL advisory lessons using the Second Step curriculum
5. Track and analyze student's SEL data and support with behavioral tier 2 and tier 3 interventions
6. Serve on the school leadership team and assist with strategic planning for the school
7.
8.
9.
10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Counselor

Reports to: SEL Coordinator

Salary Range: 55,000 – 75,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Ability to build trusting relationships with students and families; commitment to educational equity; growth mindset

Certification Required: Counseling certification

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 online 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).

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Houston ISD	101912	Houston	209,309	$55,379 – $97, 371
Spring ISD	101919	Houston	35,284	$56,173 – 84,735
Aldine ISD	101902	Houston	67,130	$58,454 – $92,752

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Counselor

Reports to: SEL Coordinator

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Conduct mandated and at-risk counseling sessions
2. Maintain counseling paperwork and coordinate with the Director of Special Education and SEL Coordinator to ensure reporting of mandated counseling.
3. Support with de-escalating students
4. Participate in tier 2 and tier 3 meetings
5. Regularly communicate students' counseling progress to families
6.
7.
8.
9.
10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Director of Special Education

Reports to: Superintendent

Salary Range: 70,000 – 80,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Record of significant academic achievement results as a teacher or leader; commitment to educational equity; growth mindset

Certification Required: Special Education Certification

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 online 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
Houston ISD	101912	Houston	209,309	$65,879 – $81,686
Spring ISD	101919	Houston	35,284	$66,158 – $99,237
Aldine ISD	101902	Houston	67,130	$64,953 – $113,450

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Director of Special Education

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Ensure compliance with state and federal mandates for students with IEPs and 504s
2. Coordinate and lead IEP and 504 meetings
3. Collaborate with Director of Operations to ensure special education information is reported in a timely manner
4. Serve on the school leadership team and assist with strategic planning for the school
5. Regularly communicate students with special needs' progress to families
6.
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10.

GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Family Engagement and External Partnership Coordinator

Reports to: SEL Coordinator

Salary Range: 35,000 – 50,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Ability to create trusting relationships with families and external partners; strong organizational skills; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$30,724 – $54,991
Spring ISD	101919	Houston	35,284	$30,603 – $41,521
Aldine ISD	101902	Houston	67,130	$32,784 – $63,095

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Family Engagement and External Partnership Coordinator

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan and lead all family engagement events
2. Partner with external organizations to bring resources to RBA staff, families, and students
3. Assist Director of Operations with planning school trips and events as needed
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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Front Office Manager

Reports to: Director of Operations

Salary Range: 35,000 – 50,000

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Bilingual (English and Spanish); commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	$30,724 – $54,991
Spring ISD	101919	Houston	35,284	$30,603 – $41,521
Aldine ISD	101902	Houston	67,130	$32,784 – $63,095

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Front Office Manager

Reports to: Director of Operations

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Interact with parents and visitors and serve as ambassador of the school at all times
2. Serve as System Information coordinator and point person for support
3. Oversee attendance records and compliance
4. Assist with preparing PEIMS student data reports
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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy, Inc

Position Title: Operations Assistant

Reports to: Director of Operations

Salary Range:

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

N/A

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 216 In year five: 432

Minimum Qualifications Required:

Education Required:

Experience Required: Bilingual (English and Spanish) preferred; commitment to educational equity; growth mindset

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 online 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
Houston ISD	101912	Houston	209,309	
Spring ISD	101919	Houston	35,284	
Aldine ISD	101902	Houston	67,130	

Name of Proposed Charter School: Red Brick Academy Charter School

Name of Sponsoring Entity: Red Brick Academy Inc

Position Title: Operations Assistant

Reports to: Director of Operations

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Complete tasks as given by the Director of Operations
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Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. DO NOT attach.

Teacher Evaluation Tool[1]

Domain 1: Lesson Planning	
Standards	**Indicators**
1.1 Establish standards-based lesson objectives for instructional plans	A) Selection of lesson objectives
	B) Measurability of lesson objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for scholars	A) Design and sequencing of lesson components
	B) Creation of cognitively engaging learning experiences for scholars
	C) Lesson materials and resources
1.3 Use knowledge of subject matter content/skills and learning processes to plan for scholar learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Identification and address of common content misconceptions
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
	B) Physical environment
2.2 Manage scholar behavior through clear expectations and a balance of positive reinforcement, reminding, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport that supports scholars' emotional safety and academic achievement	A) Interactions between teacher and scholars
	B) Scholar interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
	B) Partner and Group Work
2.5 Integration of Community Values	A) Embedding community values

[1] Adopted from Ascend Charter Schools

Domain 3: Instruction	
3.1 Communicate lesson objectives to scholars	A) Communication of the lesson objectives
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group Structures
	D) Resources and instructional materials
3.4 Monitor scholar learning during instruction	A) Checking for understanding and adjusting instruction
	B) Feedback to scholars
Domain 4: Data-Driven Assessment	
4.1 Use student data to guide planning	A) Lesson design guided by data
4.2 Design assessments to ensure scholar mastery	A) Selection of assessments
	B) Progression of assessments
4.3 Set goals with students	A) Goal setting and self-advocacy
Domain 5: Professional Responsibilities	
5.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Instructional feedback
5.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in scholar learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
5.3 Uphold and exhibit school's professional norms and policies	A) Ethics and Professionalism
	B) School's professional norms
Domain 6: Partnerships, Family and Community	
	A) Meaningful communication

6.1 Develop two-way communication with families about scholar learning and achievement	B) Inclusion of the family as a partner in learning decisions
6.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support scholars
6.3 Help scholars leverage resources in their community that support their success in college an beyond	A) Knowledge of community resources
	B) Support for scholars in accessing these resources

Domain 1: Lesson Planning

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based lesson objectives for instructional plans	A) Selection of lesson objectives	Lesson objectives are loosely based on content standards and/or represent low expectations for scholar learning.	Lesson objectives are informed by content standards and represent moderately high expectations.	Lesson objectives align with content standards, represent high expectations and rigor, and are sequenced to help scholars access the level of rigor in the standard(s).	Lesson objectives align with or extend content standards, represent high expectations and rigor that promote in-depth understanding of complex, interdisciplinary concepts and college readiness and are sequenced to help scholars access the level of rigor in the standard(s).
	B) Measurability of lesson objectives	Lesson objectives may not be measurable or are stated in terms of scholar activities rather than as scholar learning.	Lesson objectives are measurable, but consist of a combination of lesson objectives and activities.	Lesson objectives are specific, measurable, and explicitly stated in terms of scholar learning.	Lesson objectives are specific, measurable by multiple methods, and explicitly stated in terms of scholar learning.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for scholars	A) Design and sequencing of lesson components	The design and selection of lesson components are not aligned to lesson objectives nor sequenced to ensure independent mastery of learning.	The design and selection of lesson components are aligned to lesson objectives, but are not sequenced/paced to maximize instructional time and enable scholars to demonstrate independent mastery of learning (e.g., sufficient modeling, varied practice).	The design and selection of lesson components are sequenced/paced to enable scholars to demonstrate independent mastery of lesson objectives, and include sufficient opportunities to practice under direct teacher supervision and/or in collaboration with other scholars.	The design and selection of lesson components are sequenced/paced to enable scholars to demonstrate independent mastery of lesson objectives, and include resources in multiple formats/activities for re-teaching and additional practice to adjust instruction as needed.

Standard	Indicators	Level I	Level II	Level III	Level IV
	B) Creation of cognitively engaging learning experiences for scholars	Instructional plans do not provide cognitively engaging learning experiences to support scholars in achieving mastery of the stated lesson objectives.	Instructional plans include cognitively engaging learning experiences, but the plans do not include sufficient time and supports for scholars to achieve mastery of the stated learning objective(s).	Instructional plans provide scholars opportunities for sustained attention to a cognitively challenging learning experience, and include sufficient time and supports for scholars to achieve mastery of the learning objective(s).	Instructional plans provide cognitively engaging learning experiences that ensure scholars construct knowledge to achieve or exceed mastery of the stated learning objective(s).
	C) Lesson materials and resources	Content is not rigorous and does not align to lesson objectives. Formatting is inconsistent and/or inappropriate for the developmental level of scholars and distracts from or interferes with student learning. Lesson materials contain errors.	Content is aligned to lesson objectives, but is task-driven and only partially promotes cognitive engagement. Materials are organized and error-free but are not formatted to support the developmental level of scholars.	Content is rigorous, cognitively engaging and aligned to lesson objectives. Formatting of materials is clear, consistent across lesson activities, visually engaging and developmentally appropriate. All materials are error-free.	Content is rigorous, cognitively engaging, and aligned to lesson objectives, with scholar feedback, work samples, and questions incorporated. Formatting of materials is clear, consistent across lesson activities, visually engaging, and developmentally appropriate. All materials are error-free.

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Use knowledge of subject matter content/skills and learning processes to plan for scholar learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not identify the necessary prerequisite content knowledge and skills for scholars, and/or does not address known gaps in scholars' learning.	The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole, but does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher identifies the necessary prerequisite content knowledge and skills for scholars, and includes specific learning activities to address known gaps in that knowledge for the class as a whole.	The teacher identifies the necessary prerequisite content knowledge and skills for scholars, and includes specific learning activities to address known gaps in that prerequisite knowledge for individual scholars.
	B) Identifica-tion and address of common content misconcep-tions	The teacher does not accurately identify common content misconceptions.	The teacher identifies common content misconceptions, but has limited strategies for avoiding these cognitive errors.	The teacher identifies common content misconceptions and has strategies for avoiding and correcting these cognitive errors.	The teacher identifies common content misconceptions and has multiple strategies for explaining, avoiding, and correcting these cognitive errors and for uncovering additional misconceptions.

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Create a classroom/ community culture of learning	A) Value of effort and challenge	The teacher makes limited efforts to encourage scholars in the pursuit of academic learning and responds either negatively or not at all to scholar errors. Scholars do not persist in completing assigned learning tasks.	The teacher encourages scholars to complete learning tasks, but the emphasis falls on "finishing work." Scholars complete assigned learning tasks, but with little persistence toward quality work. The teacher points out wrong and right answers but does not use them to further the learning experience.	The teacher encourages scholars to work hard and meet academic challenges by taking risks. Scholars persist by responding to teacher feedback to meet learning expectations. Scholars embrace errors as a means of furthering understanding.	The teacher and scholars encourage one another in working hard to exceed academic challenges. Scholars hold themselves, and each other to high standards of performance, persisting to achieve excellence. Errors are identified and examined through scholar-driven academic discourse that furthers understanding.
	B) Physical environ-ment	The physical environment is disorganized and not well kept. Surfaces are cluttered. There are few charts and posted student work (if any) is out-of-date and/or unkempt. Seating is not arranged in an organized formation that aligns to student learning. Many student desks are disorganized.	The physical environment is somewhat clean and organized. Some surfaces are cluttered. Charts and student work are posted, but may not reflect current work and/or be in good condition. Seating is mostly arranged in a clear formation that aligns to student learning.	The physical environment is neat, clean and organized. Surfaces are free of clutter. Charts and student work are current and reflect recent learning in the classroom. Desks or tables are in neat, orderly formations. The teacher routinely updates and organizes physical attributes of the classroom.	Scholars routinely update and organize physical attributes of the classroom. Scholars demonstrate an appreciation for the classroom environment by aiding the teacher in the upkeep of the classroom.

Standard	Indicators	Level I	Level II	Level III	Level IV
2.2 Manage scholar behavior through clear expectations and a balance of positive reinforcement, reminding, and redirection	A) Behavioral expecta-tions	There is limited evidence that the teacher has reinforced the school's standards of conduct for scholars.	The teacher's efforts to reinforce the school's standards of conduct are inconsistent.	The teacher supports the school's standards of conduct so that scholars understand and are held to the same high standards.	The teacher and scholars actively support the school's standards of conduct; scholars accept responsibility for their conduct and help peers uphold the standards.
	B) Response to behavior	Scholar behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of scholars' dignity and/or fails to positively recognize scholars' good behavior.	Scholar infractions of the rules are minor; and/or, the teacher's response to scholar misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement, reminding, and redirection.	Scholar behavior is appropriate; the teacher's response to scholar misbehavior is positive and proactive and includes scholar-specific reminding, feedback and positive reinforcement, reminding, and redirection.	Scholar behavior is appropriate and the teacher provides positive reinforcement, or the teacher's response to scholar misbehavior is proactive and sensitive to scholars' individual needs. Scholars respond to each other's inappropriate behavior and remind each other.

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport that supports scholars' emotional safety and academic achievement	A) Interactions between teacher and scholars	The teacher's interaction with some scholars is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the scholars. Scholars exhibit disrespect for the teacher.	The teacher's interactions with scholars may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of scholars and/or scholars exhibit minimal respect for the teacher.	The teacher's interactions with scholars demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the scholars. Scholars exhibit respect for the teacher.	The teacher's interactions with scholars reflect respect and caring for individual scholars in ways that are appropriate to the age and/or individual needs of the scholars. Scholars exhibit respect for the teacher.
	B) Scholar interactions with each other	Scholar interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some scholars. Problem-solving does not occur.	Scholars do not demonstrate disrespect for one another, but do not support each other's learning. The teacher is the primary problem-solver in the class.	Scholar interactions are generally polite and respectful, and scholars support each other's learning under the teacher's direction. Scholars have the responsibility, tools, and strategies to solve problems.	Scholars demonstrate genuine respect, caring, and support for each other's learning under their own initiative. Scholars facilitate mediation amongst peers, helping each other solve problems.
2.4 Use smooth and efficient transitions, routines, and procedures to maintain	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures; however, inconsistent implementation results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	The teacher and scholars have established and enforced routines and procedures that operate seamlessly and efficiently; transitions result in no loss of instructional time.

Standard	Indicators	Level I	Level II	Level III	Level IV
instructional momentum					
	B) Partner and group work	Small-group work is unstructured and/or students are not productively engaged.	Small-group structures are unclear and/or student engagement is inconsistent.	Small-group work is well organized, and students are productively engaged.	Scholars independently run small groups effectively with little or no guidance from the teacher.
2.5 Integrate values	A) Embedding of values	The teacher does not use the language of student values. The teacher misses opportunities to acknowledge and celebrate scholars who are demonstrating the student values and/or misuses the student values.	The teacher inconsistently uses the language of the student values. The teacher acknowledges and celebrates scholars who are demonstrating the values, but does not select the most high-impact moments and/or uses too much instructional time.	The teacher uses the language of the student values when describing scholar work and behavior. When appropriate, the teacher purposefully presents role models, activities, and literature that teach key concepts of the values. The teacher acknowledges and celebrates moments in which scholars demonstrate the values.	Unprompted by teachers, scholars use the language of the student values in their discussions in the classrooms. Scholars identify and celebrate the values within themselves and in others.

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate lesson objectives to scholars	A) Communi-cation of the lesson objectives	The teacher does not explain the lesson objectives or how the objectives promote college readiness.	The teacher explains the lesson objectives and how they promote college readiness, but in language that is not understood by scholars.	The teacher explains the lesson objectives in language that is well understood by scholars. Scholars are able to articulate what they are expected to learn. The teacher refers back to the objective at the close of the lesson.	The teacher explains the lesson objectives. Scholars are able to articulate what they are expected to learn and why. The teacher references the objective in multiple ways throughout the lesson.
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current lesson objectives and scholars' prior and future learning.	The teacher makes connections between the current lesson objectives and the scholars' prior and future learning. Connections are vague and/or based on connections to assessments and grades.	The teacher makes explicit connections between the current lesson objectives and the scholars' prior and future learning, facilitating scholars' ability to make explicit connections between discrete pieces of content knowledge and a larger discipline(s).	The teacher facilitates as scholars build connections from their prior knowledge to the current lesson objectives and to future learning. The teacher facilitates as scholars make explicit connections within and outside of the discipline.
	C) Criteria for success	The teacher does not establish success criteria or does not share them with scholars and/or the success criteria focuses on what	The teacher alludes to the success criteria, but does not provide scholars with models or exemplars. The success criteria are a	The teacher clearly states the criteria for success. The teacher provides exemplars or models of successful attainment of the lesson	The teacher and scholars create and/or discuss the criteria for success with a focus on what scholars will learn. Scholars use exemplars

Standard	Indicators	Level I	Level II	Level III	Level IV
		scholars do rather than what scholars learn.	combination of what scholars will do and what they will learn.	objectives and the success criteria focus on what scholars will learn.	or models as a means for self-assessing their progress.
3.2 Facilitate instructional cycle	A) Execution of the lesson cycle	The teacher does not implement the lesson cycle and/or pacing does not allow the lesson to progress past direct instruction.	The teacher implements the lesson cycle inconsistently; pacing of lesson segments is inappropriate for scholars to progress toward attaining lesson objectives.	The teacher implements the lesson cycle with appropriate pacing, which provides opportunities for gradual release and independent practice to demonstrate attainment of the lesson objectives.	The teacher adapts instruction targeting individual scholars' progress towards mastery. Scholars have opportunities to extend or shorten lesson segments as needed throughout the class.
	B) Cognitive level of scholar learning experiences	Learning experiences (any and all assignments /strategies) do not meet the level of rigor required to attain mastery of the standard and achieve stated lesson objectives.	Some, but not all, learning experiences, meet the level of rigor required to attain mastery of the standard and achieve stated lesson objectives.	All learning experiences consistently match the level of rigor required to attain mastery of the standard and achieve stated lesson objectives.	All learning experiences consistently match the level of rigor required for individual scholars to attain mastery of the standard and master the stated learning objectives. Many learning experiences exceed the level of rigor required for the grade level without compromising student mastery.

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A) Questioning	The teacher poses low-level, rote-recall questions that require little cognitive challenge, and does not use wait time.	The teacher poses a combination of low- and mid-level questions that require inconsistent levels of cognitive challenge, and uses wait time inconsistently.	The teacher poses scaffolded questions to move scholars' thinking toward mastery of the learning objective, and uses wait time consistently. Scholars have opportunities to process the question before answering; the teacher requires scholars to answer questions fully, and uses probing questions to extend scholars' ideas.	The teacher and scholars pose questions that require consistent cognitive challenge, and the teacher uses wait time consistently. Scholars respond to questions in a way that engages other scholars without prompting from the teacher. Scholars initiate questions to further their understanding of the content.
	B) Academic discourse	Conversations, in whole- and small-group settings, are moderated by the teacher and elicit little academic discourse (i.e., content vocabulary, scholarly language) among scholars.	Conversations, in whole- and small-group settings, are dominated by a small number of scholars and result in inconsistent levels of academic discourse among scholars.	Conversations, in whole- and small-group settings, are facilitated by the teacher and involve scholars in consistent levels of academic discourse. Scholars display some but not all of the following: talking about an academic idea, using academic vocabulary, and supporting ideas with evidence.	Conversations in whole- and small-group settings are facilitated by scholars and consistently involve all scholars in academic discourse. Scholars talk about an academic idea, using academic vocabulary and supporting ideas with evidence.

Standard	Indicators	Level I	Level II	Level III	Level IV
	C) Group structures	There is a mismatch between the grouping structure and instructional objective/scholar needs.	Instructional grouping arrangements are partially successful in maximizing scholars' learning (i.e., structure, roles, duration). Scholar participation is inconsistent and the teacher may not hold scholars accountable for individual/group work.	Instructional grouping arrangements maximize scholars' learning (i.e., structure, roles, duration etc.). The teacher's facilitation enhances collaboration and scholars are held accountable for individual/group work.	The teacher differentiates grouping arrangements to maximize learning for individual scholars. Scholars rely on each other to work through challenging activities and hold themselves and each other accountable for individual/group work.
	D) Resources and instructional materials	The teacher prepares instructional materials and resources while scholars are ready for the lesson, prepares insufficient lesson materials, and/or evidences uncertainty about how to use materials or resources.	The teacher has prepared some materials and resources indicated in the lesson plan.	The teacher has prepared all materials and resources indicated in the lesson plan, or has properly modified resources to suit the needs of scholars. The teacher executes the lesson and effectively uses materials.	The teacher has prepared all materials and resources indicated in the lesson plan, or has properly modified resources to suit the needs of scholars. The teacher executes the lesson and effectively uses materials. The teacher serves as facilitator as scholars choose, adapt, or create materials to extend learning.

Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitor scholar learning during instruction	A) Checking for under-standing and adjusting instruction	The teacher does not check for scholars' understanding of the lesson objectives during the lesson and/or does not adjust instruction.	The teacher has limited techniques to accurately check for scholars' understanding of the lesson objectives and/or does not use the information gained to make adjustments in instruction.	The teacher uses frequent and varied techniques to monitor scholars' progress toward the lesson objectives accurately and immediately adjusts instruction to meet scholars' learning needs.	The teacher uses frequent and varied techniques to monitor scholars' progress toward the lesson objectives accurately. Scholars self-assess and suggest adjustments in the instruction to meet their needs.
	B) Feedback to scholars	The teacher provides no feedback to scholars or the feedback does not advance scholars toward attainment of lesson objectives.	The teacher provides a combination of general and instructive feedback that inconsistently advances scholars toward attainment of the lesson objectives.	The teacher provides specific, timely, and instructive feedback to scholars, which consistently advances scholars toward attainment of the lesson objectives.	The teacher provides specific, timely, and instructive feedback that consistently advances scholars toward attainment of the learning objective. Scholars provide instructive feedback to one another.

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data sources to guide how content is organized or instructional strategies are selected.	The teacher uses student data sources to inform his/her planning for whole groups of students.	The teacher draws a specific connection between the student data sources used, the content organization, instructional strategies and grouping to meet specific student needs.	The teacher uses student data sources to inform content organization, instructional strategies, and grouping to meet individual student needs. The teacher includes specific opportunities for students to use self-assessment data to guide their instructional choices.
4.2 Design assessments to ensure student mastery	A) Selection of assessments	Proposed assessments do not measure the learning objectives.	Proposed assessments measure some but not all aspects of the learning objectives.	Proposed assessments measure all aspects of the learning objectives and include varied methods so that students have multiple ways to show mastery.	Proposed assessments measure all aspects of the learning objectives and have been adapted to meet student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery.
	B) Progression of assessments	No assessment or a single assessment is planned at the conclusion of the lesson.	Multiple assessments are planned but not sequenced to provide meaningful information about student progression towards	Multiple assessments are planned and build on each other. They are sequenced throughout the lesson to provide meaningful information about student	Multiple assessments are planned and build on each other. Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities

Standard	Indicators	Level I	Level II	Level III	Level IV
			mastery of the learning objective(s).	progression towards mastery of the learning objective (s).	for student choice in, or design of, assessment methods.
4.3 Set goals with students	A) Goal setting and self-advocacy	There is little/no evidence that scholars work with the teacher to establish learning goals, or that the teacher advocates for scholars to establish high learning goals.	There is evidence that the teacher advocates for groups of scholars to establish high learning goals, and works with scholars as a group to set goals.	The teacher encourages and advocates for scholars to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to scholars' goals.	The teacher establishes processes through which scholars establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum-aligned experiences that provide connections to the goals.

Standard	Indicators	Level I	Level II	Level III	Level IV
5.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data, and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance scholars' learning.
	C) Instructional feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.

Standard	Indicators	Level I	Level II	Level III	Level IV
5.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in scholar learning	A) Participation in a professional community	The teacher avoids participating in professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships.
	B) Professional develop-ment	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice, based on an individual assessment of need. The teacher willingly shares expertise with others.	The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commit-ment	The teacher demonstrates little commitment to supporting shared agreements that support scholars' learning.	The teacher adheres to shared agreements that support scholars' learning.	The teacher contributes to and actively endorses shared agreements that support scholars' learning.	The teacher assumes a leadership role in contributing to, endorsing, and encouraging others to embrace the shared agreements that support scholars' learning.

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3 Uphold and exhibit school's professional norms and policies	A) Ethics and profession-alism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of scholars.	The teacher displays a moderate level of ethics and professionalism in dealings with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with colleagues and scholars.	The teacher displays the highest level of ethics and professionalism.
	B) School's professional norms	The teacher inconsistently complies with school policies, professional norms initiatives, and timelines and sometimes defies such policies.	The teacher inconsistently complies with school policies, professional norms and timelines.	The teacher fully supports and complies with school policies, professional norms, initiatives, and timelines.	The teacher assumes a leadership role in modeling school policies, professional norms, initiatives, and timelines, and encourages others to support them.

Standard	Indicators	Level I	Level II	Level III	Level IV
6.1 Develop two-way communication with families about scholar learning and achievement	A) Meaningful communi-cation	The teacher provides minimal information to parents about individual scholars. The teacher does not respond regularly to parent inquiries.	The teacher adheres to the school's required procedures for communicating with families. The teacher responds to parents' concerns in a superficial or cursory manner.	The teacher initiates communication with parents about scholars' progress on a regular basis. The teacher responds to parents' concerns in a timely manner.	The teacher promotes frequent two-way communication with parents to improve scholars' learning, with scholars contributing to the design of the system. The teacher responds to parents' concerns in a proactive, timely manner.
	B) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Families contribute ideas to enhance learning.
6.2 Equip families with a variety of strategies to support their child's success	A) Provision of parent education efforts to support scholars	The teacher does not provide parents with strategies to support their scholar's success and college readiness.	The teacher provides parents with limited strategies to support their scholar's success and college readiness.	The teacher provides parents with several strategies to support their scholar's success and college readiness, including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their scholar's success and college readiness, including resources outside of the

Standard	Indicators	Level I	Level II	Level III	Level IV
and college readiness					school. Scholars initiate the use of strategies with their parents.

Standard	Indicators	Level I	Level II	Level III	Level IV
6.3 Help scholars leverage resources in their community that support their success in college and beyond	A) Knowledge of community resources	The teacher demonstrates lack of awareness of resources for scholars available through the school, Red Brick, or community that scholars may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for scholars available through the school or Red Brick, but limited knowledge of resources available more broadly, or does not work to use the available resources to support scholars' understanding of success in college and beyond.	The teacher displays awareness of resources for scholars available through the school or Red Brick, and familiarity with resources external to the school and on the Internet. The teacher uses available resources to increase relevance and scholars' understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for scholars, including those available through the school or Red Brick, in the community, and on the Internet. Scholars identify and incorporate resources relevant to them to increase their understanding of success in college and beyond.
	B) Support for scholars in accessing community resources	The teacher demonstrates lack of awareness of community resources and inability to support	The teacher refers scholars to other adults in the school to facilitate access to community resources.	The teacher supports and advocates for scholars' access to resources within and outside of the school by providing information	The teacher supports and advocates for scholars' access to resources within and outside of the school by providing information and facilitating personal

Standard	Indicators	Level I	Level II	Level III	Level IV
		scholars' access to available resources.		and facilitating personal contacts.	contacts. The teacher promotes the scholars in taking responsibility for identifying and maintaining contacts with resources.

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.

2022-2023 Academic Calendar

July 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					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						

Instructional Days: 0 PD Days: 5 Minutes: 0

August 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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			

Instructional Days: 13 PD Days: 10 Minutes 6,270

September 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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	

Instructional Days: 20 PD Days: 1 Minutes 9,480

October 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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					

Instructional Days: 20 PD Days: 1 Minutes 9,660

November 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		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			

Instructional Days: 18 PD Days: 0 Minutes 8,820

December 2022

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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

Instructional Days: 12 PD Days: 0 Minutes 5,580

January 2023

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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				

Instructional Days: 19 PD Days: 2 Minutes 9,150

February 2023

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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				

Instructional Days: 20 PD Days: 0 Minutes 9,480

March 2023

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			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	

Instructional Days: 18 PD Days: 0 Minutes 8,460

April 2023

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						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						

Instructional Days: 19 PD Days: 1 Minutes 9,150

May 2023

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	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			

Instructional Days: 22 PD Days: 0 Minutes 10,500

June 2023

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				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

Instructional Days: 6 PD Days: 1 Minutes 2,880

Key:

	Professional Development Day (No
	Holiday
	Testing Dates
	Family Partnership Days

Important Dates:	
August 1, 2022	All Staff Return from Summer Brea
Aug. 10 - 11, 2022	Family Orientaton Pt. 2
August 15, 2022	First Day of School for Students
Aug. 15 - 19, 2022	Scholar Orientaton (1pm Dismissal
Aug. 18, 2022	NWEA MAP Diagnostic Testing
September 7, 2022	Back to School Night
Sept. 15 - Oct. 15	Hispanic Heritage Month
September 23, 2022	Full Day PD (no students)
Month of October	National Bully Prevention Month a
October 12, 2022	Family Workshop #1
Oct. 25 - 28, 2022	Interim Assessments #1
October 21, 2022	Full Day PD (no students)
Nov. 3 - 4, 2022	Family Teacher Conferences
December 7, 2022	Family Workshop #2
Dec. 8 - 9, 2022	NWEA MAP Winter Testing
January 2, 2023	Full Day PD (no students)
Jan. 24 - 26, 2023	Interim Assessments #2
Month of February	Black History Month
January 27, 2023	Full Day PD (no students)
Feb. 9 - 10, 2023	Family Teacher Conferences
Month of March	Women's History Month
March 15, 2023	Family Workshop #3
April 4 - 6, 2023	Interim Assessments #3
April 7, 2023	Full Day PD (no students)
Apri. 20 - 21, 2023	Select Family Teacher Conferences
May 25 - 26, 2023	NWEA MAP Spring Testing
May 31, 2023	Family Workshop #4
Month of June	Pride Month
June 8, 2023	Last Day of School for Students
June 9, 2023	Last Day of School for Staff
May 1 - 5, 2021	STAAR Exams

Holiday Dates:	
September 5, 2022	Labor Day
Nov. 23 - 25, 2022	Thanksgiving Break
Dec. 19 - 30, 2023	Winter Break
January 16, 2023	Martin Luther King Jr. Day
March 27 - 31, 2023	Spring Break
March 31, 2023	Chavez/Huerta Day
May 29, 2023	Memorial Day

Grading Periods	
Aug. 28 - Oct. 28, 2022	Quarter 1
Oct. 31 - Jan. 27, 2023	Quarter 2
Jan. 30 - April 7, 20223	Quarter 3
April 10 - June 8, 2023	Quarter 4

Total Instructional Days:	187
Total PD Days:	21
Total Minutes:	89,430
TEA Min. Minutes Required	75,600

Attachment 26: Proposed School Schedules

Provide a proposed school schedule for a sample day and a sample week.

5th Grade Student Daily Schedule								
Day	Duration	Time start	Time end	Period	5A	5B	5C	5D
M-Th	0:30	7:30 AM	8:00 AM	B	Breakfast			
M-Th	0:33	8:00 AM	8:33 AM	AD	Advisory			
M-Th	0:48	8:35 AM	9:23 AM	1	Math	Science	ELA	Math
M-Th	0:48	9:25 AM	10:13 AM	2	ELA	Math	Science	SS
M-Th	0:48	10:15 AM	11:03 AM	3	Science	ELA	Math	ELA
M-Th	0:25	11:06 AM	11:31 AM	L	Lunch			
M-Th	0:48	11:34 AM	12:22 PM	4	Math	Enrich	SS	Math
M-Th	0:48	12:24 PM	1:12 PM	5	SS	ELA	Math	Enrich
M-Th	0:48	1:14 PM	2:02 PM	6	ELA	SS	Enrich	ELA
M-Th	0:48	2:04 PM	2:52 PM	7	Enrich	Math	ELA	Science
M-Th	0:48	2:54 PM	3:42 PM	8	Intervention Block			
M-Th	0:18	3:42 PM	4:00 PM	CA/D	Closing Advisory and Dismissal			
M-Th	0:15	4:10 PM	4:25 PM	Snack	Snack			
M-Th	0:55	4:25 PM	5:20 PM	ubs/Tutori	Clubs and Tutoring*			
F	0:30	7:30 AM	8:00 AM	B	Breakfast			
F	0:48	8:02 AM	8:50 AM	1	Community Meeting			
F	0:48	8:52 AM	9:40 AM	2	ELA	Science	Math	SS
F	0:48	9:42 AM	10:30 AM	3	Math	ELA	SS	Science
F	0:48	10:32 AM	11:20 AM	4	SS	Math	Science	ELA
F	0:48	11:22 AM	12:10 PM	5	Science	SS	ELA	Math
F	0:30	12:12 PM	12:42 PM	L	Lunch			
F	0:18	12:42 PM	1:00 PM	CA/D	Closing Advisory and Dismissal			

5th Grade Teacher Schedules						
5th Math 1	5th Math 2	5th ELA 1	5th ELA 2	5th Science	5th SS	5th Enrich
Breakfast						
Advisory						
5A Math	5D Math	Prep	5C ELA	5B SC	Prep	Prep
5B Math	Prep	5A ELA	Prep	5C SC	5D SC	Enrich Co-planning
Prep	5C Math	5B ELA	5D ELA	5A SC	SS Co-planning	Prep
Prep	Prep	Prep	Prep	Lunch Duty	Lunch Duty	Lunch Duty
5A Math	5D Math	ELA Co-planning	ELA Co-planning	Prep	5C SS	5B Enrich
Prep	5C Math	5B ELA	Prep	SC Co-planning	5A SS	5D Enrich
Math Co-planning	Math Co-planning	5A ELA	5D ELA	Prep	5B SS	5C Enrich
5B Math	Prep	Prep	5C ELA	5D SC	Prep	5A Enrich
Intervention Block						
Closing Advisory and Dismissal						
*Each teacher will hold a tutorial or club one day each week						
Breakfast						
Community Meeting						
Prep	5C Math	5A ELA	Prep	5B SC	5D SS	Prep/Sub
5A Math	Prep	5B ELA	Prep	5D SC	5C SS	Prep/Sub
5B Math	Prep	Prep	5D ELA	5C SC	5A SS	Prep/Sub
Prep	5D Math	Prep	5C ELA	5A SC	5B SS	Prep/Sub
Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Prep	Prep	Prep
Closing Advisory and Dismissal						

6th Grade Student Daily Schedule								
Day	Duration	Time start	Time end	Period	6A	6B	6C	6D
M-Th	0:30	7:30 AM	8:00 AM	B	Breakfast			
M-Th	0:33	8:00 AM	8:33 AM	AD	Advisory			
M-Th	0:48	8:35 AM	9:23 AM	1	Math	Science	ELA	Math
M-Th	0:48	9:25 AM	10:13 AM	2	ELA	Math	Science	SS
M-Th	0:48	10:15 AM	11:03 AM	3	Science	ELA	Math	ELA
M-Th	0:25	11:06 AM	11:31 AM	L	Lunch			
M-Th	0:48	11:34 AM	12:22 PM	4	Math	Enrich	SS	Math
M-Th	0:48	12:24 PM	1:12 PM	5	SS	ELA	Math	Enrich
M-Th	0:48	1:14 PM	2:02 PM	6	ELA	SS	Enrich	ELA
M-Th	0:48	2:04 PM	2:52 PM	7	Enrich	Math	ELA	Science
M-Th	0:48	2:54 PM	3:42 PM	8	Intervention Block			
M-Th	0:18	3:42 PM	4:00 PM	CA/D	Closing Advisory and Dismissal			
M-Th	0:15	4:10 PM	4:25 PM	Snack	Snack			
M-Th	0:55	4:25 PM	5:20 PM	Clubs/Tutoring	Clubs and Tutoring*			
F	0:30	7:30 AM	8:00 AM	B	Breakfast			
F	0:48	8:02 AM	8:50 AM	1	Community Meeting			
F	0:48	8:52 AM	9:40 AM	2	ELA	Science	Math	SS
F	0:48	9:42 AM	10:30 AM	3	Math	ELA	SS	Science
F	0:48	10:32 AM	11:20 AM	4	SS	Math	Science	ELA
F	0:48	11:22 AM	12:10 PM	5	Science	SS	ELA	Math
F	0:30	12:12 PM	12:42 PM	L	Lunch			
F	0:18	12:42 PM	1:00 PM	CA/D	Closing Advisory and Dismissal			

6th Grade Teacher Schedules						
6th Math 1	6th Math 2	6th ELA 1	6th ELA 2	6th Science	6th SS	6th Enrich
Breakfast						
Advisory						
6A Math	6D Math	Prep	6C ELA	6B SC	Prep	Prep
6B Math	Prep	6A ELA	Prep	6C SC	6D SC	Enrich Co-planning
Prep	6C Math	6B ELA	6D ELA	6A SC	SS Co-planning	Prep
Prep	Prep	Prep	Prep	Lunch Duty	Lunch Duty	Lunch Duty
6A Math	6D Math	ELA Co-planning	ELA Co-planning	Prep	6C SS	6B Enrich
Prep	6C Math	6B ELA	Prep	SC Co-planning	6A SS	6A Enrich
Math Co-planning	Math Co-planning	6A ELA	6D ELA	Prep	6B SS	6C Enrich
6B Math	6B Math	Prep	6C ELA	6D SC	Prep	Prep
Intervention Block						
Closing Advisory and Dismissal						
*Each teacher will hold a tutorial or club one day each week						
Breakfast						
Community Meeting						
Prep	6C Math	6A ELA	Prep	6B SC	6D SS	Prep/Sub
6A Math	Prep	6B ELA	Prep	6D SC	6C SS	Prep/Sub
6B Math	Prep	Prep	6D ELA	6C SC	6A SS	Prep/Sub
Prep	6D Math	Prep	6C ELA	6A SC	6B SS	Prep/Sub
Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Prep	Prep	Prep
Closing Advisory and Dismissal						

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.

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.

General Admissions and Enrollment Information (Some Sections Adopted by Etoile Academy)

Admission and enrollment of students shall be open to persons who reside within the geographic boundaries stated in the school's charter, and who are eligible for admission based on lawful criteria identified in the charter and in state law. The total number of students enrolled in Red Brick Academy shall not exceed the number of students approved in the charter or subsequent amendments. Total enrollment may further be limited by Red Brick Academy's occupancy limitations, code compliance and staffing requirements as deemed necessary.

In accordance with state law, Red Brick Academy does not discriminate in its admissions policy on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend.

Exclusion from Admission As authorized by the Red Brick Academy Charter and Texas Education Code § 12.111(a)(5)(A), students with a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Texas Education Code Chapter 37, Subchapter A may be excluded from admission and enrollment in Red Brick Academy. However, the Red Brick Academy team will assess the severity and circumstances of the disciplinary history before denying a student access to enroll.

Submission of Applications and Admissions Lottery

The window for applications will be the first Monday of September and close the last Friday of the following March. On a Friday following the close of the application window there will be a lottery open to the public during which applications will be chosen at random by a disinterested third party. Red Brick Academy will post the results of the lottery on our website and send notifications to families who applied with an invitation to enroll or a notice of their waitlist status. If more families apply than there are available seats, the remaining families who do not receive an enrollment seat will be placed on a waitlist. If there are less families that apply than there are available seats, all applicants will be invited to enroll and the remaining spots will be given on a first come first served basis. After the lottery, applicants on the waitlist will be placed in order of when the application is received. All records of the lottery will be available to the public upon request. Each year, returning students and siblings of enrolled students will be exempt from the lottery and receive the first enrollment seats. Children of founders and staff will also be exempt from the lottery as long as the total number is not a larger proportion of enrollment per statute (TEC) §12.111 and (TEC) §12.117.

Families offered an enrollment seat will be sent a registration packet with instructions for registering. This notice will be sent no later than April 15. Families must complete and return the registration packet by the published deadline in order to secure enrollment. If an enrollment offer is declined or if a family does not complete the registration packet by the established deadline, the student's seat will be offered to the next potential student on the waiting list.

Statement of Non-Discrimination

Red Brick Academy does not discriminate on the basis of race, religion, color, national origin, sex or gender, disability, or age in providing educational services, activities, and programs, including vocational and career technology programs. Red Brick Academy complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

Attachment 28: Certificate of Occupancy for Facility

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

N/A – We have not secured a facility.

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 – We have yet to secure a facility.

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (August 2021-August 2022).

Academics and Culture

ACADEMICS & CULTURE	Executer	Decision Maker	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks														
Instructional Handbook	Super.	Super.												
Curriculum Development														
Create overview, mission, and scope and sequence for all subjects	Super.	Super.												
Solidify preliminary models for core subjects and SEL	Super.	Super.												
Finalize summer work packets	Super.	Super.												
Purchase curriculum materials and textbooks	Super.	Super.												
Read all the texts	Leaders	Leaders												
Create benchmarks aligned with state standards and curriculum frameworks	Leaders	Super.												
Create schoowide procedures (arrival, lunch, hallway, dismissal, first 5, and last 5)	Super.	Super.												
Assessment														
Define assessment strategy and timeline	Super.	Leaders												
Secure NWEA and SEL testing services for benchmark and growth assessments	Super.	Leaders												
Create Interim Assessments for Math, ELA, Social Studies, Science, and Writing	Leaders	Super.												
Purchase standardized testing materials	Super.	Super.												
Create baseline testing process for all students	Leaders	Super.												
Enter data from baseline tests	Leaders	Super.												
Special Education and English Language Learners														
If needed, consult with SPED and ELL consultants (e.g. AIM) to design program	Super.	Super.												
Define service requirements for all SPED and ELL students	Super.	Super.												
Develop a testing schedule for TELPAS	Super.	Super.												
Identify and secure specific texts and materials	D. of SpED	Super.												
Identify SPED and EL population (through new student intake process)	D. of SpED	Super.												
Acquire student records - sped records	D. of SpED	Super.												
Develop IEPs - if needed (update and review)	D. of SpED	Super.												
School Culture														
Create positive reinforcement systems	Super.	Super.												
Develop Student Culture Calendar of Events	Super.	Super.												
Summer PD														
Draft Summer PD Calendar	Super.	Super.												
Draft schedule of deliverables	Super.	Super.												
Select pre-work reading and assignments	Super.	Super.												
Plan trainings for leaders	Super.	Super.												
Plan trainings for teachers	Leaders	Super.												
Schedule spring Responsive Classroom training for key staff	Super.	Super.												
Schedule spring TLAC workshops for key staff	Super.	Super.												
Data Monitoring Systems														
Purchase an integrated data tracking system for SEL, descipline, and academic data	Super.	Super.												

Talent

Talent	Executer	Decision Maker	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks														
Staff handbook	Super.	Board												
Recruiting														
Finalize org chart	Super.	Super.												
Develop detailed talent recruitment plan/strategy	Super.	Super.												
Draft recruitment plan/strategy	Super.	Super.												
Design interview process	Super.	Super.												
Design filing/documentation process (TalentEd)	Super.	Super.												
Design recruitment folder	Super.	Super.												
Create plan for "wooing" candidates (cultivation strategies, swag, visits, etc.)	Super.	Super.												
Write job descriptions	Super.	Super.												
Create recruitment calendar (w/key recruitment events listed)	Super.	Super.												
Develop tabling "kit" for recruitment events (banners, swag, folders, etc.)	Super.	Super.												
Post job descriptions	Super.	Super.												
Recruit & hire Director of Operations and student enrollment team	Super.	Super.												
Recruit & hire Assistant Principal of Humanities	Super.	Super.												
Recruit & hire Director of Special Education	Super.	Super.												
Recruit & hire teachers and staff	Leaders	Super.												
Personnel Systems														
Develop staff handbook	Super.	Board												
Create onboarding process	Super.	Super.												
New hire welcome letter and packet (includes small swag item, book, etc.)	Super.	Super.												
HR checklist (Employee info forms, benefits, MTRS, etc.	Super.	Super.												
Coordinate benefit enrollment with state pension plans	Super.	Super.												
Purchase Summer reading list for staff	Super.	Super.												
Negotiate and sign agreements for contracted services	Super.	Board												
Psycho/ed evaluation (AIM?)	Super.	Board												
OT/PT (AIM?)	Super.	Board												
Speech and Language (AIM?)	Super.	Board												
Performance Management														
Develop salary ranges	Super.	Super.												
Develop performance pay/stipend structure	Super.	Super.												
Develop master teacher/leader pathway	Super.	Super.												
Develop teacher evaluation rubric and cycle	Super.	Super.												
Develop teacher coaching structure and protocol	Super.	Super.												
Develop Leadership Team coaching structure and protocol	Super.	Super.												

Enrollment

Enrollment	Executer	Decision Maker	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks														
Student and Family Handbook	Super.	Board												
Student Recruitment Materials														
Finalize application form	Super.	Super.												
Post online application form on website	Super.	Super.												
Create student recruitment "kit" for recruitment events and info sessions	Super.	Super.												
Community Outreach														
Create student recruitment calendar w/key community events listed	Super.	Super.												
Schedule monthly information sessions (schedule out at least 3 months in advance)	Super.	Super.												
Coordinate media outreach to highlight community outreach events	Super.	Super.												
Identify and meet with community orgs to serve as strategic recruitment partners	Super.	Super.												
Conduct community outreach (e.g., canvassing) events (3 in fall, 3 in winter)	Super.	Super.												
Publicity Campaign														
Develop publicity strategy (paid advertising, social media, etc.)	Super.	Super.												
Evaluate publicity strategies according to predetermined performance measures	Super.	Super.												
Admissions Lottery														
Collect enrollment forms	Super.	Super.												
Secure lottery announcer	Super.	Super.												
Secure lottery location	Super.	Super.												
Finalize lottery protocol	Super.	Super.												
Highlight lottery date on website	Super.	Super.												
Post lottery date in local papers	Super.	Super.												
Deadline for application submission	Super.	Super.												
Practice lottery protocol	Super.	Super.												
Conduct admissions lottery and establish waitlist	Super.	Super.												
Notify families of status	Super.	Super.												
Repeat lottery, if necessary	Super.	Super.												
Student Enrollment and Intake														
Confirm acceptances	D. of Ops	D. of Ops												
Send enrollment report	D. of Ops	D. of Ops												
Request student records - (send district w/d info for students)	D. of Ops	D. of Ops												
Distribute, collect, review and file Home Language Survey	D. of Ops	D. of Ops												
Create files of student records	D. of Ops	D. of Ops												
Mail families letter re: Student & Family Orientation	D. of Ops	D. of Ops												
Call all families to confirm attendance at Student & Family Orientation	D. of Ops	D. of Ops												
Send out New Student Paperwork (to be complted and brought to Student & Family Orientation)	D. of Ops	D. of Ops												
Prepare Student & Family Orientation protocol and materials	Super.	Super.												
Hold pre-opening Student & Family Orientation	Super.	Super.												
Take photos of all students	D. of Ops	Super.												
Have all missing paperwork filled out (releases, medical, transportation, FRPL, etc.)	D. of Ops	Super.												
Conduct baseline NWEA and SEL testing	Leaders	Super.												
Distribute summer home work packet	D. of Ops	Super.												

Operations

OPERATIONS	Executer	Decision Maker	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks														
Operations Handbook (includes schoolwide systems and norms, staff communications, file management, decision tree, etc	Super.	Board												
Facility														
Create Program/Site plan	Super.	Super.												
Identify 3-4 possible sites	Super.	Super.												
Conduct feasibility study	Super.	Super.												
Choose best site	Super.	Board												
Assembly Facility team (project manager, architect, attorney)	Super.	Board												
Have architect view and evaluate site	Super.	Super.												
Put out RFPs for site, GC, etc., as needed	Super.	Board												
Negotiate lease	Super.	Super.												
Sign lease	Super.	Super.												
Secure financing, if necessary	Super.	Board												
Obtain property insurance	Super.	Board												
Hire project manager	Super.	Board												
Hire general contractor	Super. and D. of Ops	Board												
Oversee renovations	Super. and D. of Ops	Super.												
Prepare building infrastructure (lights, phones, network, etc.) (coordinate w/e-rate)	Super. and D. of Ops	Super.												
Purchase/lease FFE	Super. and D. of Ops	Board												
Pass final inspection and receive Cert of Occupancy	Super. and D. of Ops	Super.												
Calendar and Schedule														
Finalize daily schedule	Super.	Board												
Finalize school calendar	Super.	Board												
Transportation														
Determine transportation needs	D. of Ops	Super.												
Draft contract	D. of Ops	Board												
Develop transportation route and schedule	D. of Ops	D. of Ops												
Food Service														
Issue RFP	D. of Ops	Super.												
Select vendor and draft contract	D. of Ops	Board												
Sign contract	D. of Ops	Board												
Develop food service policies - (menu, delivery time, logistics, etc.)	D. of Ops	Super.												
Define eligibility for free/reduced lunch (# of students - any religious/indiv req)	D. of Ops	Super.												
Create food service systems	D. of Ops	Super.												
How/where food delivered beginning of day	D. of Ops	Super.												
How breakfast served and tracked, and by whom	D. of Ops	Super.												
How snack distributed and tracked, and by whom	D. of Ops	Super.												
How lunch served and tracked, and by whom	D. of Ops	Super.												
How FRPL students and meals are tracked	D. of Ops	Super.												
How extra food products are returned/donated, and by whom	D. of Ops	Super.												
Identify free/reduced lunch students	D. of Ops	Super.												
Health and Safety														
Complete all state reporting requirements	D. of Ops	Super.												
Develop a system for record-keeping of student health files	D. of Ops	Super.												
Acquire student medical forms (checklist of forms to be included in Enrollment package)	D. of Ops	Super.												
Create inventory of supplies needs for student health office and purchase items	D. of Ops	Super.												
Conduct staff first aid training	D. of Ops	Super.												
Fire Safety Planning														
Contact police and fire departments	Super.	Super.												
Undergo fire inspection	Super.	Super.												
Undergo building inspection (see facility checklist)	Super.	Super.												
Contact Board of Health	Super.	Super.												
Finalize members of the safety and security committee	Super.	Board												
Develop fire drill policy, schedule, route	Super.	Super.												
Administrative														
Develop filing system to store student academic, disciplinary & health records	D. of Ops	Super.												
Define how information will flow within school (ie.who's called when kid is sick, who's contacted about discipline infractio	D. of Ops	Super.												
Define procedure for visitors entering building	D. of Ops	Super.												
Develop forms necessary to track and monitor visitors	D. of Ops	Super.												
Define how staff will communicate (email, walkie talkie, phones) (see Staff Communications Handbook)	D. of Ops	Super.												
Set up phone systems and answering services (need to set up school phone line prior to enrollment process)	D. of Ops	Super.												
Purchasing														
Purchase classroom equipment and furniture	D. of Ops	Super.												
Purchase office equipment and furniture	D. of Ops	Super.												
Purchase postage meter	D. of Ops	Super.												
Purchase restroom supplies	D. of Ops	Super.												
Purchase cleaning products	D. of Ops	Super.												
Purchase library materials	D. of Ops	Super.												
Purchase science lab materials	D. of Ops	Super.												
Purchase art materials	D. of Ops	Super.												
Purchase PE equipment	D. of Ops	Super.												
Purchase medical supplies & furniture (i.e., couch)	D. of Ops	Super.												
Purchase P.A. system (?)	D. of Ops	Super.												
Purchase office supplies	D. of Ops	Super.												
Contract Personnel														
Hire janitorial services	D. of Ops	Board												
Line up electrician, plumber, & handyman	D. of Ops	Super.												
Technology														
Write tech plan	Super.	Super.												
Determine assessment-related technology needs, including laptops and document cameras	Super.	Super.												
Create/organize computer filing system and document saving guidelines (See Operations Handbook)	D. of Ops													
Create student information filing system	D. of Ops													
Create SPED student filing system	D. of Ops													
Select vendor for culture data	D. of Ops													
Select provider for Internet access (DSL, cable)	D. of Ops	Super.												
Purchase computers for teachers	D. of Ops	Super.												
Purchase student laptops	D. of Ops	Super.												
Hire contracted tech support	D. of Ops	Board												
Purchase cell phones for leadership team	D. of Ops	Super.												
Uniforms														
Contract student uniforms	D. of Ops	Super.												
Give families 2 uniform shirts per child (at Student & Family Orientation)	D. of Ops	Super.												
Interior and Exterior of Building														
Develop class configuration - classroom model	Super.	Super.												
Purchase exteriar and interior signage	D. of Ops	Super.												
Purchase bulletin boards	D. of Ops	Super.												

Finance

FINANCE AND FUNDRAISING	Executer	Decision Maker	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks														
Fiscal Policies and Procedures Handbook	Super.	Board	■											
Operations Team Handbook	Super.	Super.					■	■				■	■	
Financial Management														
Set up a bank accounts	Super.	Board	■											
Approve Fiscal Policies and Procedures Manual	Board	Board	■											
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	Back Office	Board	■											
Develop financial reporting templates (budget vs. actual) and policy	Back Office	Board	■											
Establish payroll	Super.	Board	■											
Develop schedule of Board financial reviews	Super.	Board		■										
Approve Y0-Y3 budgets	Board	Board		■										
Approve Y0 and Y1 Cash Flow plans	Board	Board		■										
Develop day-to-day accounting and financial management systems	Super.	Board				■								
Design process forms (purchase orders, expense forms) & policy	Super.	Board				■								
Define investment/savings strategy (where will excess funds be placed)	Super.	Board					■							
Fundraising														
Create fund development plan	Board	Board	■											
Identify government grants that we are eligible for	Board	Board		■			■			■				
Identify private grants that we are eligible for	Board	Board		■			■			■				
Identify individual prospects for cultivation	Board	Board		■			■			■				
Create ready-to-use fundraising "packet"	Super.	Super.	■											
Write need statement	Super.	Super.	■											
Develop powerpoint and/or video that "sells" school, mission, and need	Super.	Super.	■											
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	Board	Board	■											
Cultivate and solicit potential donors	Board	Board		■										
Schedule a series of events for securing donations	Board	Board		■										
Plan and execute social media compaign to raise funds and build interest	Board	Board			■									
Create plan to cultivate network of friends and supporters	Board	Board	■											
Distribute bi-monthly e-newsletter	Super.	Super.		■		■		■		■		■		■

Governance

GOVERNANCE	Executer	Decision Maker	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks														
Board handbook	Board	Board												
Board Expansion														
Conduct board composition analysis to determine growth areas	Board	Board												
Develop board expansion plan	Board	Board												
Recruit and nominate Board members	Board	Board												
Develop governance and board development strategy														
Define decision-making processes (through decision/responsibility matrix)	Board	Board												
Approve policies	Board	Board												
Schedule board trainings	Super.	Board												
Arrange Board liability insurance	Super.	Board												
Apply for tax-exemption (ST-2 form)	Super.	Board												
Develop Board Calendar that includes orientation of new members, retreats, trainings, etc.	Super.	Board												
School Leader														
Official Hire School Leader	Board	Board												
Set School Leader Goals	Board	Board												
Create a data tracking dashboard	Super.	Board												
Establish School Leader Eval Task Force and Timeline	Board	Board												

Contingency Plan

The start up plan is a robust guide to ensure that we meet all year 0 targets. However, we understand that there may be unforeseen challenges that we must proactively plan to mitigate. Our primary funding source is student enrollment. As such, we have built a contingency budget based on having 70% of the expected enrollment in Y1. To decrease our expenses, we made the following changes to the budget resulting in $1,828,568 in total expenses and $1,965,328 in total revenue and a net operating budget of $136,760.

- Eliminated SEL coordinator role; the SpED coordinator will take on this role for Y1
- Created three cohorts of classes per grade instead of the original four. Doing so eliminates 1 math and 1 ELA teacher per grade resulting in a de
- Eliminated Family Engagement and External Partnership coordinator; the Counselor will take on this role in Y1
- Changed the Office Manager role from 1 FTE to 0.5 FTE. The Director of Operations will take on the other half of the role
- Changed Chromebook to student ratio from 1:1 to 1:2
- Changed all enrollment based operating expenses to reflect the 70% student enrollment.

The below cashflow statement for year 1 displays when we expected to incur expenses and revenues each month.

Total Revenue	**1,965,328.00**												
Total Expenses	**1,828,568.00**												
MONTH	**July**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**April**	**May**	**June**	**Total**
CASH IN PER MONTH	**$ 163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$1,965,328**
CASH OUT PER MONTH													
Total Personnel, Tax and Benefits Expense	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	**1,243,592**
Contracted Expense													-
Audit	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	10,000	**10,000**
Legal	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**10,000**
Food Service/School Lunch	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	**25,000**
Payroll Services	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**60,000**
Special Ed Services	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	**24,000**
School Operations													-
Board Expense	$500	$3,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	1200	**4,700**
Classroom/Teaching Supplies and Materials	$5,750	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	**8,500**
Special ED Supplies and Materials	$3,750	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	**5,400**
Textbooks/Workbooks	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$15,200	**15,200**
Supplies and Materials Other	$5,600	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	**7,800**
Equipment/Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$20,000	$0	**20,000**
Telephone	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	**2,400**
Technology	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	52298	$0	**52,298**
Student Testing and Assessment	$2,600	$0	$0	$0	$0	$2,600	$0	$0	$0	$0	$0	$2,600	**7,800**
Field Trips	$0	$0	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	**12,000**
Transportation (student)	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**10,000**
Office Expense	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	**4,320**
Staff Development	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	**5,100**
Staff Recruitment	$0	$0	$0	$0	$688	$688	$688	$688	$688	$688	$688	$688	**5,500**
Student Recruitment/Marketing	$0	$0	$0	$0	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	**16,200**
School Meals/Lunch	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	**11,231**
Banking Fees	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	**2,000**
Facility Operation and Maintenance													-
Insurance	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	**20,000**
Janitorial Services	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	**2,246**
Building and Land Rent/Lease	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	**190,080**
Repairs and Maintenance	$909	$909	$909	$909	$909	$909	$909	$909	$909	$909	$909	$10,000	**20,000**
Security Services	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	**12,000**
Utilities	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	**15,200**
Internet	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	**6,000**
Total Expense													
Total Cash Out per month	**$156,040**	**$141,440**	**$139,640**	**$139,640**	**$142,352**	**$144,952**	**$142,352**	**$142,352**	**$142,352**	**$142,352**	**$214,650**	**$180,443**	**1,828,567**

CASH FLOW SUMMARY												
Total Cash In	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**
Total Cash Out	**$156,040**	**$141,440**	**$139,640**	**$139,640**	**$142,352**	**$144,952**	**$142,352**	**$142,352**	**$142,352**	**$142,352**	**$214,650**	**$180,443**
SURPLUS (DEFICIT)	$ 7,737	$ 30,075	$ 54,212	$ 78,350	$ 99,775	$118,600	$140,025	$161,450	$182,875	$204,300	$153,427	$136,761

Attachment 31: Financial Plan Workbook

Using the template provided on the New Operator 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 $6,424 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 award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to $900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds 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 has been 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.

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Red Brick Academy Charter School
FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2022	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027
REVENUE						
Total State Revenues		$ 1,901,092	$ 2,880,154	$ 3,882,447	$ 3,940,684	$ 3,999,794
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 350,000	$ 350,000	$ 200,000	$ -	$ -	$ -
Other Federal Revenues		#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
Total Federal Revenues	$ 350,000	#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
Total Local and Other Revenue	$ 75,000		$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 425,000**	**#ERROR!**	**#ERROR!**	**#ERROR!**	**#ERROR!**	**#ERROR!**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 157,500	$ 410,000	$ 494,700	$ 551,412	$ 562,440	$ 573,689
Total Instructional Personnel Costs	$ -	$ 960,000	$ 1,468,800	$ 1,935,144	$ 1,973,847	$ 2,013,324
Total Non-Instructional Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll Taxes and Benefits	$ 27,279	$ 237,284	$ 340,078	$ 430,671	$ 439,285	$ 448,071
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 184,779**	**$ 1,607,284**	**$ 2,303,578**	**$ 2,917,227**	**$ 2,975,572**	**$ 3,035,083**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 7,000	$ 141,000	$ 173,200	$ 205,477	$ 207,531	$ 209,607
Total School Operations	$ 117,084	$ 296,802	$ 244,852	$ 263,428	$ 265,422	$ 307,435
Total Facilities Operations and Maintenance	$ 83,160	$ 272,790	$ 380,566	$ 488,237	$ 492,920	$ 497,649
Reserves / Contingencies			$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 207,244**	**$ 710,593**	**$ 798,618**	**$ 957,141**	**$ 965,872**	**$ 1,014,691**
TOTAL EXPENSES	**$ 392,023**	**$ 2,317,877**	**$ 3,102,196**	**$ 3,874,369**	**$ 3,941,444**	**$ 4,049,774**
NET OPERATING INCOME (before depreciation)	**$ 32,977**	**#ERROR!**	**#ERROR!**	**#ERROR!**	**#ERROR!**	**#ERROR!**
STUDENT ENROLLMENT						
Projected Student Enrollment		216	324	432	432	432
Revenue Per Pupil		#ERROR!	#ERROR!	#ERROR!	#ERROR!	#ERROR!
Expenses Per Pupil		$ 10,731	$ 9,575	$ 8,968	$ 9,124	$ 9,374

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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 WHITE 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 it's 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 WHITE 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 WHITE 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 WHITE 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 transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the WHITE 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. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**

- 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 WHITE 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 WHITE 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. ****Notes must include the amounts that will be paid from CSP grant funds.**

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.

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Red Brick Academy Charter School

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Brittney Jean-Louis	
Contact Email:	[redacted]	
Contact Phone:	832-409-4066	
Start-Up (Year 0) Fiscal Year End:	2022	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2023	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	89,430	*Enter the number of minutes (e.g., 75,600)*

ENTER PROPOSED SCHOOL NAME

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Red Brick Academy Charter School

ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
	2023	2024	2025	2026	2027
Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**	-	-	-	-	-
Kindergarten	-	-	-	-	-
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade	108.00	108.00	108.00	108.00	108.00
6th Grade	108.00	108.00	108.00	108.00	108.00
7th Grade		108.00	108.00	108.00	108.00
8th Grade			108.00	108.00	108.00
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	**216.00**	**324.00**	**432.00**	**432.00**	**432.00**
Average Daily Attendance (ADA) %	**85%**	**90%**	**95%**	**95%**	**95%**
Average Daily Attendance (ADA)	**183.60**	**291.60**	**410.40**	**410.40**	**410.40**
Percent change YOY		59%	41%	0%	0%

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026	2027	EYS 2027
Number Enrolled in Homebound	-		-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class			-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	5.00		7.00	-	9.00	-	9.00	-	9.00	-
Number Enrolled in Resource Room	5.00		7.00	-	9.00	-	9.00	-	9.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev			-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood			-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus			-	-	-	-	-	-	-	-
Number Enrolled in VAC			-	-	-	-	-	-	-	-
Number Enrolled from State Schools			-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment			-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	8.00		13.00	-	18.00	-	18.00	-	18.00	-
Special Education Student Count (SPED)	**18.00**	**-**	**27.00**	**-**	**36.00**	**-**	**36.00**	**-**	**36.00**	**-**
Special Education Student Count %	**8.33%**		**8.33%**		**8.33%**		**8.33%**		**8.33%**	
Percent change YOY			50%	0%	33%	0%	0%	0%	0%	0%

Career and Technology (C&T) Data:	2023	Advanced C&T FTE, P-TECH, New Tech Network 2023	2024	Advanced C&T FTE, P-TECH, New Tech Network 2024	2025	Advanced C&T FTE, P-TECH, New Tech Network 2025	2026	Advanced C&T FTE, P-TECH, New Tech Network 2026	2027	Advanced C&T FTE, P-TECH, New Tech Network 2027
Number Enrolled in One-hour Class										
Number Enrolled in Two-hour Class										
Number Enrolled in Three-hour Class										
Number Enrolled in Four-hour Class										
Number Enrolled in Five-hour Class										
Number Enrolled in Six-hour Class										
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Dyslexia, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2023	2024	2025	2026	2027
Number Dyslexia Students Enrolled	2.00	2.00	3.00	3.00	3.00
% of Dyslexia Students Enrolled	**0.93%**	**0.62%**	**0.69%**	**0.69%**	**0.69%**
Number of Pregnancy Related Students	-	-	1.00	1.00	1.00
% of Pregnancy Related Students Enrolled			**0.23%**	**0.23%**	**0.23%**
Number of Students Enrolled in Bilingual LEP	48.00	71.00	95.00	95.00	95.00
Number of Students Enrolled in Bilingual LEP Dual Language One-way/Two-way	-	-	-	-	-
Number of Students Enrolled in Bilingual Non LEP Dual Language One-way/Two-way	-	-	-	-	-
Total Number of Students Enrolled in Bilingual LEP/Non LEP	48.00	71.00	95.00	95.00	95.00
% of Students Enrolled in Bilingual LEP	**22%**	**21.91%**	**21.99%**	**21.99%**	**21.99%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	192.24	288.36	384.48	384.48	384.48

TRANSPORTATION	2023	2024	2025	2026	2027
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	10,000	15,000	20,000	20,000	20,000
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	**10,000**	15,000	20,000	20,000	20,000
Percent change YOY		50%	33%	0%	0%

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Red Brick Academy Charter School

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2022	2023	2024	2025	2026	2027		2022	2023	2024	2025	2026	2027
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		Yearly Raise %					
										0.0000%	0.0000%	2.0000%	2.0000%	2.0000%	2.0000%
Executive Director/Superintendent	Executive Management	$ 95,000	1.0	1.0	1.0	1.0	1.0	1.0		$ 95,000	$ 95,000	$ 96,900	$ 98,838	$ 100,815	$ 102,831
Assistant Principal of Humanities	Instructional Management	$ 75,000	0.2	1.0	1.0	1.0	1.0	1.0		$ 12,500	$ 75,000	$ 76,500	$ 78,030	$ 79,591	$ 81,182
Assistant Principal of Math and Science	Instructional Management	$ 75,000	0.0	0.0	1.0	1.0	1.0	1.0		$ -	$ -	$ 76,500	$ 78,030	$ 79,591	$ 81,182
SEL Coordinator	Other - Administrative	$ 60,000	0.0	0.5	0.5	1.0	1.0	1.0		$ -	$ 30,000	$ 30,600	$ 62,424	$ 63,672	$ 64,946
Director of Operations	Operation / Business Manager	$ 75,000	0.5	1.0	1.0	1.0	1.0	1.0		$ 37,500	$ 75,000	$ 76,500	$ 78,030	$ 79,591	$ 81,182
Director of Special Education	Instructional Management	$ 75,000	0.2	1.0	1.0	1.0	1.0	1.0		$ 12,500	$ 75,000	$ 76,500	$ 78,030	$ 79,591	$ 81,182
Family Engagement and External	Other - Administrative	$ 40,000	0.0	0.5	0.5	0.5	0.5	0.5		$ -	$ 20,000	$ 20,400	$ 20,808	$ 21,224	$ 21,649
Counselor	Therapists & Counselors	$ 60,000	0.0	1.0	2.0	2.0	2.0	2.0		$ -	$ 60,000	$ 122,400	$ 124,848	$ 127,345	$ 129,892
ESL Teacher/Coordinator	Specialty Teachers	$ 60,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 60,000	$ 61,200	$ 62,424	$ 63,672	$ 64,946
Front Office Operations Manager	Other - Administrative	$ 40,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 40,000	$ 40,800	$ 41,616	$ 42,448	$ 43,297
Operations Assistant	Other - Administrative	$ 30,000	0.0	0.0	0.0	0.5	0.5	0.5		$ -	$ -	$ -	$ 15,606	$ 15,918	$ 16,236
General Education Teacher	Teachers - Regular	$ 60,000	0.0	13.0	19.0	26.0	26.0	26.0		$ -	$ 780,000	$ 1,162,800	$ 1,623,024	$ 1,655,484	$ 1,688,594
SpED Teacher	Teachers - SPED	$ 60,000	0.0	1.0	2.0	2.0	2.0	2.0		$ -	$ 60,000	$ 122,400	$ 124,848	$ 127,345	$ 129,892
		$ -	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -

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Red Brick Academy Charter School

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2022	2023	2022	2023	2024	2025	2026	2027		
			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
REVENUE										
TOTAL STATE REVENUES		1,901,092			51.50%	34.80%	1.50%	1.50%		
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	350,000	350,000			-42.86%	-100.00%	0.00%	0.00%	900,000 CSP grant distributed across three years	
Other Federal Revenues		150,930			50.00%	33.30%	1.50%	1.50%		$680 per pupil for all entitlements and $225 per SpED student for IDEA
TOTAL FEDERAL REVENUES	350,000	350,000								
TOTAL LOCAL & OTHER REVENUES	75,000				0.00%	0.00%	0.00%	0.00%	Walton Foundation Grant	
TOTAL REVENUE	**$ 425,000**	**$ 2,251,092**								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	95,000	95,000							Assumes 1 FTE for Superintendent with start date of Sept. 1 2021 (CSP)	Assumes 1 FTE for Superintendent
Instructional Management	25,000	125,000							Assumes 1/6 FTE for Assistant Principal of Humanites (CSP) and 1/6 FTE for Director of Special Education (CSP)	Assumes 1FTE for Assistant Principal of Humanites and 1 FTE for Director of Special Education
Deans, Directors & Coordinators										
CFO / Director of Finance	-	-								
Operation / Business Manager	37,500	75,000							Assumes .5 FTE or 6 months for Director of Operations with start date of Jan. 1 (CSP)	Assumes 1FTE for Director of Operations
Administrative Staff	-	-								
Other - Administrative	-	90,000								Assumes 0.5 FTE SEL Coordinator and 0.5 FTE for Family Engagement and External Partnership Coordinator
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 157,500**	**$ 385,000**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	780,000								Assumes Y1= 13 FTEs for core content teachers and extracurricular teachers; Y2 = 19 FTEs for core content teachers and extracurricular teachers; Y3 = 26 FTEs for core content teachers and extracurricular teachers
Teachers - SPED	-	60,000								Assumes Y1 = 1 SpED teacher; Y2 = 2 SpED teachers; Y3 = 2 SpED teachers
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	-	60,000								Assumes 1 FTE for an ESL coordinator and teacher for Y1 - Y3
Aides	-	-								
Therapists & Counselors	-	60,000								Assumes Y1 = 1 FTE for Counselor; Y2 and Y3 = 2 FTEs for Counselors
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 960,000**								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								Assumes Y1 = 1 FTE for Front Office Manager and 0.5 FTEs for Operations Assistant in Y3
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ -**								
TOTAL PERSONNEL EXPENSES	**$ 157,500**	**$ 1,345,000**								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	9,765	84,940	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%		
Medicare	2,284	19,865	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	898	7,809	0.57%	0.57%	0.57%	0.57%	0.57%	0.57%		
Worker's Compensation Insurance	1,575	13,700	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	8,190	71,240	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%	$3275 per FTE	$3275 per FTE

Red Brick Academy Charter School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2022	2023	2022	2023	2024	2025	2026	2027		
Dental Insurance	473	4,110	0.30%	0.30%	0.30%	0.30%	0.30%	0.30%		
Vision Insurance	315	2,740	0.20%	0.20%	0.20%	0.20%	0.20%	0.20%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	3,780	32,880	2.40%	2.40%	2.40%	2.40%	2.40%	2.40%		the school wil contribute 2.4% of the 7.7% that teachers contribute to retirement
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	**$ 27,279**	**$ 237,284**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 184,779**	**$ 1,582,284**								

Red Brick Academy Charter School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2022	2023	2022	2023	2024	2025	2026	2027		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	5,000	10,000			10.00%	10.00%	1.00%	1.00%		Annual Audit
Legal	-	10,000			1.00%	1.00%	1.00%	1.00%		
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		25,000			50.00%	33.30%	1.00%	1.00%		Meal server contracted part time with an hourly wage
Payroll Services	2,000	60,000			1.00%	1.00%	1.00%	1.00%	Back office provider expense (CSP)	Back office provider expense
Special Ed Services		36,000			50.00%	33.30%	1.00%	1.00%		Speech, OT, PT, Bilingual at $100/hr for 40 weeks with an estimated 9 hours per week of services in Y1
Titlement Services (i.e. Title I)					0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #1					0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #2					0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3					0.00%	0.00%	0.00%	0.00%		
TOTAL	**$ 7,000**	**$ 141,000**								
SCHOOL OPERATIONS										
Board Expenses	3,000	4,700			1.00%	1.00%	1.00%	1.00%		Board Training, Retreat, and Insurrance
Classroom / Teaching Supplies & Materials		10,200			50.00%	33.30%	1.00%	1.00%		$900/classroom + $200/teacher
Special Ed Supplies & Materials		5,400			50.00%	33.30%	1.00%	1.00%		$300/student
Textbooks / Workbooks		21,600			50.00%	33.30%	0.00%	0.00%		$100/student
Supplies & Materials other		10,800			50.00%	33.30%	1.00%	1.00%		$50/student and includes spare uniforms and student supplies
Equipment / Furniture	26,000	26,000			-96.00%	0.00%	0.00%	0.00%	Furniture for 2 grades of classrooms ($3,000/classroom for student furniture) (CSP)	Furniture for 2 grades of classrooms ($3,000/classroom for student furniture) (CSP)
Telephone	600	2,400			50.00%	33.30%	1.00%	1.00%	Initial Landline Fees (CSP)	$200/month (CSP)
Technology	44,044	132,131			-66.67%	-70.00%	0.00%	0.00%	Assumes 1 to 1 ratio for student Chromebooks @$200; projector and document camera for each classroom @$750; SchoolRunner for $34.20 per student; $1500 per staff member for laptop (CSP)	Assumes 1 to 1 ratio for student Chromebooks @$200; projector and document camera for each classroom @$750; SchoolRunner for $34.20 per student; $1500 per staff member for laptop (CSP)
Student Testing & Assessment		11,400			50.00%	33.30%	1.00%	1.00%		$25/student + $1000 for a third of SpED Population (CSP)
Field Trips		12,000			50.00%	33.30%	1.00%	1.00%		$1000 per trip assumes 6 trips annually per grade
Transportation (student)		10,000			50.00%	1.00%	1.00%	1.00%		Buses for students with transportation in IEPs
Student Services - other					0.00%	0.00%	1.00%	1.00%		
Office Expense		4,320			50.00%	33.30%	1.00%	1.00%		$20/student
Staff Development	540	6,600			40.91%	25.81%	1.00%	1.00%	PD for administrators	$300/staff; includes PEMIS training (CSP)
Staff Recruitment	10,000	5,500			20.00%	0.00%	0.00%	0.00%		$500/new staff allocated the fiscal year prior to their start (CSP)
Student Recruitment / Marketing	32,400	16,200			33.30%	0.00%	1.00%	1.00%	$150/Student (CSP)	$150/student (CSP)
School Meals / Lunch		15,551			50.00%	33.30%	1.00%	1.00%		Meal costs after free reduced lunch reimbursement
Travel (Staff)					0.00%	0.00%	0.00%	0.00%		We anticipate minimal travel. This is incorporated in the PD budget
Fundraising					0.00%	0.00%	0.00%	0.00%		
After School Program					0.00%	0.00%	0.00%	0.00%		
Banking Fees	500	2,000			1.00%	1.00%	1.00%	1.00%	Banking Fees (CSP)	Banking Fees (CSP)
Retention Bonuses		0			0.00%	0.00%	0.00%	10000000.00%		Estimate based on 70% of Y1 Staff receiving $3,000 bonuses in Y5.
TOTAL SCHOOL OPERATIONS	**$ 117,084**	**$ 296,802**								
FACILITY OPERATION & MAINTENANCE										
Insurance		20,000			1.00%	1.00%	1.00%	1.00%		All required insurrance
Janitorial Services	300	3,110			50.00%	33.30%	1.00%	1.00%	$0.18 per sq ft	$0.18 per sq ft
Building and Land Rent / Lease	31,680	190,080			50.00%	33.30%	1.00%	1.00%	Estimated $11/sq ft @ 80 sq ft/student; 1 month covered by (CSP)	Estimated $11/sq ft @ 80 sq ft/student
Repairs & Maintenance	50,000	20,000			0.00%	0.00%	0.00%	0.00%	building renovations to bring building to code	Standard repair and maintenance
Security Services		12,000			1.00%	1.00%	1.00%	1.00%		$800/month high security alarm system
Utilities	180	21,600			50.00%	33.30%	1.00%	1.00%		$1.25/sq ft per year
Internet	1,000	6,000			1.00%	1.00%	1.00%	1.00%		High speed fiber optic system at $500/month
Custom Facilities Operations #1					0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2					0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 83,160**	**$ 272,790**								
RESERVES / CONTIGENCIES					0.00%	0.00%	0.00%	0.00%		

Red Brick Academy Charter School

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2022	2023	2022	2023	2024	2025	2026	2027		
TOTAL EXPENSES	$ 392,023	$ 2,292,877								
NET OPERATING INCOME (before Depreciation)	$ 32,977	$ (41,785)								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	$ 32,977	$ (41,785)								

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Red Brick Academy Charter School

PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
SUMMARY						
Total Revenue	**425,000**	**2,378,258**	**3,270,904**	**4,136,717**	**4,198,768**	**4,261,749**
Total Expenses	**392,023**	**2,317,877**	**3,102,196**	**3,874,369**	**3,941,444**	**4,049,774**
Net Operating Income (before Depreciation)	**32,977**	**60,382**	**168,708**	**262,348**	**257,323**	**211,975**
Revenue Per Pupil		11,010.46	10,095.38	9,575.73	9,719.37	9,865.16
Expenses Per Pupil		10,730.91	9,574.68	8,968.45	9,123.71	9,374.48
REVENUE						
TOTAL STATE REVENUES		1,901,092	2,880,154	3,882,447	3,940,684	3,999,794
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	350,000	350,000	200,000	-	-	-
Other Federal Revenues	-	127,167	190,750	254,270	258,084	261,955
TOTAL FEDERAL REVENUES	350,000	477,167	390,750	254,270	258,084	261,955
TOTAL LOCAL & OTHER REVENUES	$ 75,000	-	-	-	-	-
TOTAL REVENUE	**$ 425,000**	**$ 2,378,258**	**$ 3,270,904**	**$ 4,136,717**	**$ 4,198,768**	**$ 4,261,749**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	95,000	95,000	96,900	98,838	100,815	102,831
Instructional Management	25,000	150,000	229,500	234,090	238,772	243,547
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	37,500	75,000	76,500	78,030	79,591	81,182
Administrative Staff	-	-	-	-	-	-
Other - Administrative	-	90,000	91,800	140,454	143,263	146,128
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 157,500**	**$ 410,000**	**$ 494,700**	**$ 551,412**	**$ 562,440**	**$ 573,689**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	780,000	1,162,800	1,623,024	1,655,484	1,688,594
Teachers - SPED	-	60,000	122,400	124,848	127,345	129,892
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	60,000	61,200	62,424	63,672	64,946
Aides	-	-	-	-	-	-
Therapists & Counselors	-	60,000	122,400	124,848	127,345	129,892
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 960,000**	**$ 1,468,800**	**$ 1,935,144**	**$ 1,973,847**	**$ 2,013,324**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL PERSONNEL EXPENSES	$ 157,500	$ 1,370,000	$ 1,963,500	$ 2,486,556	$ 2,536,287	$ 2,587,013

PAYROLL TAXES AND BENEFITS						
Social Security	9,765	84,940	121,737	154,166	157,250	160,395
Medicare	2,284	19,865	28,471	36,055	36,776	37,512
State Unemployment	898	7,809	11,192	14,173	14,457	14,746
Worker's Compensation Insurance	1,575	13,700	19,635	24,866	25,363	25,870
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	8,190	71,240	102,102	129,301	131,887	134,525
Dental Insurance	473	4,110	5,891	7,460	7,609	7,761
Vision Insurance	315	2,740	3,927	4,973	5,073	5,174
Life Insurance	-	-	-	-	-	-
Retirement Contribution	3,780	32,880	47,124	59,677	60,871	62,088
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 27,279**	**$ 237,284**	**$ 340,078**	**$ 430,671**	**$ 439,285**	**$ 448,071**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 184,779**	**$ 1,607,284**	**$ 2,303,578**	**$ 2,917,227**	**$ 2,975,572**	**$ 3,035,083**
CONTRACTED SERVICES						
Accounting / Audit	5,000	10,000	11,000	12,100	12,221	12,343
Legal	-	10,000	10,100	10,201	10,303	10,406
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	25,000	37,500	49,988	50,487	50,992
Payroll Services	2,000	60,000	60,600	61,206	61,818	62,436
Special Ed Services	-	36,000	54,000	71,982	72,702	73,429
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Custom Contracted Services #1	-	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	**$ 7,000**	**$ 141,000**	**$ 173,200**	**$ 205,477**	**$ 207,531**	**$ 209,607**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
SCHOOL OPERATIONS						
Board Expenses	3,000	4,700	4,747	4,794	4,842	4,891
Classroom / Teaching Supplies & Materials	-	10,200	15,300	20,395	20,599	20,805
Special Ed Supplies & Materials	-	5,400	8,100	10,797	10,905	11,014
Textbooks / Workbooks	-	21,600	32,400	43,189	43,189	43,189
Supplies & Materials other	-	10,800	16,200	21,595	21,811	22,029
Equipment / Furniture	26,000	26,000	1,040	1,040	1,040	1,040
Telephone	600	2,400	3,600	4,799	4,847	4,895
Technology	44,044	132,131	44,044	13,213	13,213	13,213
Student Testing & Assessment	-	11,400	17,100	22,794	23,022	23,252
Field Trips	-	12,000	18,000	23,994	24,234	24,476
Transportation (student)	-	10,000	15,000	15,150	15,302	15,455
Student Services - other	-	-	-	-	-	-
Office Expense	-	4,320	6,480	8,638	8,724	8,811
Staff Development	540	6,600	9,300	11,700	11,817	11,935
Staff Recruitment	10,000	5,500	6,600	6,600	6,600	6,600
Student Recruitment / Marketing	32,400	16,200	21,595	21,595	21,811	22,029
School Meals / Lunch	-	15,551	23,326	31,094	31,405	31,719
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Banking Fees	500	2,000	2,020	2,040	2,061	2,081
Retention Bonuses	-	0	0	0	0	40,000
TOTAL SCHOOL OPERATIONS	**$ 117,084**	**$ 296,802**	**$ 244,852**	**$ 263,428**	**$ 265,422**	**$ 307,435**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	20,000	20,200	20,402	20,606	20,812
Janitorial Services	300	3,110	4,666	6,219	6,281	6,344
Building and Land Rent / Lease	31,680	190,080	285,120	380,065	383,866	387,704
Repairs & Maintenance	50,000	20,000	20,000	20,000	20,000	20,000
Security Services	-	12,000	12,120	12,241	12,364	12,487
Utilities	180	21,600	32,400	43,189	43,621	44,057
Internet	1,000	6,000	6,060	6,121	6,182	6,244
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 83,160**	**$ 272,790**	**$ 380,566**	**$ 488,237**	**$ 492,920**	**$ 497,649**
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	**$ 392,023**	**$ 2,317,877**	**$ 3,102,196**	**$ 3,874,369**	**$ 3,941,444**	**$ 4,049,774**
NET OPERATING INCOME (before Depreciation)	**$ 32,977**	**$ 60,382**	**$ 168,708**	**$ 262,348**	**$ 257,323**	**$ 211,975**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 32,977**	**$ 60,382**	**$ 168,708**	**$ 262,348**	**$ 257,323**	**$ 211,975**

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Red Brick Academy Charter School

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
General Instructions and Notes		183.600
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	0.177
Resource Room (Code 41& 42)	3.0	2.025
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		2.202
Total Special Education Weighted FTE		6.961
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.15	6.800
Regular Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	$ 50	0.000
P-TECH	$ 50	0.000
New Tech Network	$ 50	0.000
Regular Program ADA		181.398
Dyslexia	0.10	2.000
Public Education Grant	0.10	0.000
Early Education	0.10	0.000
State Compensatory Education Enrollment	0.25	192.240
Pregnancy Related FTEs	2.41	0.000
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district	0.20	0.000
Bilingual LEP ADA	0.10	40.800
Bilingual LEP Dual Language One-Way, Two-Way	0.15	0.000
Bilingual Non LEP Dual Language One-Way, Two-Way	0.05	0.000
Adjusted GYA		1.4347
Total Weighted Average Daily Attendance (WADA)		277.7986
State Average Funding Components		

Per Capita Rate		$ 476.710
District Basic Allotment (DBA)		$ 6,159.00
ASF ADA		$ 3,294.69
District Tax Rate Level 1 (DTR1)		$ 0.057112
Level 1 Entitlement		$ 98.56
District Tax Rate Level 2 (DTR2)		$ 0.024659
Level 2 Entitlement		$ 49.28
Interest & Sinking Rate		$ -
EDA Guaranteed Yield (GY)		$ 38.58
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		$ 1,117,229
Small and Mid-size Allotment TEC 48.101		$ 194,249
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		$ 4
99-New Instructional Facility Allotment		$ -
11-Public Education Grant TEC 48.107		$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		$ -
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		$ 659
School Safety Allotment TEC 42.168		$ 1,785
Special Education Detail:		
Regular Special Education		$ 42,872
Mainstream		$ 48,163
Residential Care and Treatment		$ -
State Schools		$ -
Non Public Contracts		$ -
Extended Year Special Education		$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		$ 91,035
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment		$ -
Advanced CTE Allotment		$ -
P-TECH		$ -
New Tech Network		$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		$ -
State Compensatory Education Detail:		
State Compensatory Allotment		$ 296,002
Pregnancy Related		$ -
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district		$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		$ 296,002
Transportation Detail:		
Regular		$ -
Private		$ -
Special Education		$ 10,000
Career & Technology Education		$ -
99-Transportation Allotment TEC 48.151		$ 10,000
TOTAL COST OF TIER I / STATE SHARE OF TIER I		**$ 1,710,962**
TIER II		
Tier II Level 1		$ 156,372

Tier II Level 2		$ 33,758
TOTAL TIER II		$ 190,130
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		0.000
Charter Schools Facility Funding TEC 12.106(d)		0.000
TOTAL OTHER PROGRAMS		$ -
TOTAL STATE AID		$ 1,901,092
Available School Fund (ASF)		$ -
Foundation School Fund (FSF)		$ 1,901,092

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Red Brick Academy Charter School

PAYMENT FORMULA EXAMPLE

Total State Aid	$	1,901,092
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	1,901,092

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 157,791
October	11	9.1%	$ 158,640
November	10	10.1%	$ 160,051
December	9	11.1%	$ 158,132
January	8	12.4%	$ 157,043
February	7	14.4%	$ 159,759
March	6	16.6%	$ 157,646
April	5	19.9%	$ 157,614
May	4	25.1%	$ 159,238
June	3	33.2%	$ 157,759
July	2	49.7%	$ 157,757
August	1	100.0%	$ 159,662
		Total Payments	**$ 1,901,092**

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Red Brick Academy Charter School

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
REVENUE						
Total State Revenues		$ 1,901,092	$ 2,880,154	$ 3,882,447	$ 3,940,684	$ 3,999,794
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 350,000	$ 350,000	$ 200,000	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 127,167	$ 190,750	$ 254,270	$ 258,084	$ 261,955
Total Federal Revenues	$ 350,000	$ 477,167	$ 390,750	$ 254,270	$ 258,084	$ 261,955
Total Local and Other Revenue	$ 75,000	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 425,000**	**$ 2,378,258**	**$ 3,270,904**	**$ 4,136,717**	**$ 4,198,768**	**$ 4,261,749**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 157,500	$ 410,000	$ 494,700	$ 551,412	$ 562,440	$ 573,689
Total Instructional Personnel Costs	$ -	$ 960,000	$ 1,468,800	$ 1,935,144	$ 1,973,847	$ 2,013,324
Total Non-Instructional Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll Taxes and Benefits	$ 27,279	$ 237,284	$ 340,078	$ 430,671	$ 439,285	$ 448,071
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 184,779**	**$ 1,607,284**	**$ 2,303,578**	**$ 2,917,227**	**$ 2,975,572**	**$ 3,035,083**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 7,000	$ 141,000	$ 173,200	$ 205,477	$ 207,531	$ 209,607
Total School Operations	$ 117,084	$ 296,802	$ 244,852	$ 263,428	$ 265,422	$ 307,435
Total Facilities Operations and Maintenance	$ 83,160	$ 272,790	$ 380,566	$ 488,237	$ 492,920	$ 497,649
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 207,244**	**$ 710,593**	**$ 798,618**	**$ 957,141**	**$ 965,872**	**$ 1,014,691**
TOTAL EXPENSES	**$ 392,023**	**$ 2,317,877**	**$ 3,102,196**	**$ 3,874,369**	**$ 3,941,444**	**$ 4,049,774**
NET OPERATING INCOME (before depreciation)	**$ 32,977**	**$ 60,382**	**$ 168,708**	**$ 262,348**	**$ 257,323**	**$ 211,975**
STUDENT ENROLLMENT						
Projected Student Enrollment		216	324	432	432	432
Revenue Per Pupil		$ 11,010	$ 10,095	$ 9,576	$ 9,719	$ 9,865
Expenses Per Pupil		$ 10,731	$ 9,575	$ 8,968	$ 9,124	$ 9,374

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.

Pending applicant eligibility and availability of federal funds, the application provides for up to $900,000 in federal CSP funding. The applicant must include and budget with these funds when completing the budget narrative.

Applicants who would be unable to meet the definition of a charter school, as defined in ESSA, Section 4310(2) are ineligible to receive CSP funds through this application. Consequently, any applicant who would be ineligible should NOT budget the funds outlined above.

For purposes of this grant, the term charter school means a public school that:

a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
d. provides a program of elementary or secondary education, or both;
e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
f. does not charge tuition
g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ''Family Educational Rights and Privacy Act of 1974''), and Part B of the Individuals with Disabilities Education Act;

h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
j. meets all applicable Federal, State, and local health and safety requirements;
k. operates in accordance with State law; and
l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

The Red Brick Academy team built the financial workbook to include a growing ending fund balance based on fiscally conservative assumptions (i.e. 1.5% increase in per pupil funding and ADA assumptions that grow with time but starts at 85% in year 1). The budget is in alignment with programming priorities ensuring sufficient funds are dedicated to instructional positions, staffing for special populations, counseling and SEL supports, and data tracking systems.

Revenues

- Assumes $1,901,092 in per pupil state revenue in Year 1 that increases with enrollment with an additional 1.5% increase each year.
- Assumes $900,000 for Charter School Program (CSP) Start-Up Grant dispersed across the first 3 years of operations; Year 1 (Y1) = $350,000, Year 2 (Y2) = $350,000, and Year 3 (Y3) = $200,000
- Assumes all federal entitlements (excluding free or reduced lunch) at $680 per pupil and $225 per student with disabilities for IDEA that increases with enrollment beginning Y0 through Y5 with a 1.5% increase each year.
- Assumes $75,000 in Year 0 for Walton Family Foundation Grant

Expenses

Personnel Costs

- Year 0
    - In preparation for the start of the school, administrative staff includes 1 Superintendent salary for the full fiscal year; 1 Director of Operations at 0.5

FTE with an expected start date of January 1, 2022; 1 Assistant Principal of Humanities and 1 Director of Special Education for 2 months (0.167 FTE) of work in the months of May and June; Salaries will be paid by CSP grant.

- Year 1
    - Administrative Staff Costs Assumes:
        - 1 FTE for each of the following positions: Superintendent, Assistant Principal of Humanities, Director of Operations, and Director of Special Education, Front Office Manager
        - 0.5 FTE for an SEL Coordinator and 0.5 FTE for the Family Engagement and External Partnership Coordinator.
    - Instructional Personnel Costs Assumes:
        - 1 FTE for each of the following positions: Counselor, ESL Teacher/Coordinator, Front Office Manager, and SpED Teacher
        - 13 FTE for General education teachers as follows: 4 Math, 4 ELA, 2 Science, 2 Social Studies, and 1 Enrichment Teacher
- Year 2
    - Administrative Staff Costs Assumes:
        - 1 FTE for each of the following positions: Superintendent, Assistant Principal of Humanities, Assistant Principal of Math and Science, Director of Operations, and Director of Special Education
        - 0.5 FTE for an SEL Coordinator and 0.5 FTE for the Family Engagement and External Partnership Coordinator. Both positions will be completed by one staff member.
    - Instructional Personnel Costs Assumes:
        - 1 FTE for each of the following positions: ESL Teacher/Coordinator and Front Office Manager
        - 2 FTEs for each of the following positions: Counselors and SpED Teachers
        - 19 FTEs for General education teachers as follows: 6 Math, 6 ELA, 3 Science, 3 Social Studies, and 1 Enrichment Teacher
- Year 3
    - Administrative Staff Costs Assumes:
        - 1 FTE for each of the following positions: Superintendent, Assistant Principal of Humanities, Assistant Principal of Math and Science, Director of Operations, Director of Special Education, SEL Coordinator

        - 0.5 FTE for an Operations Assistant and 0.5 FTE for the Family Engagement and External Partnership Coordinator. Both positions will be held by one staff member.
    - Instructional Personnel Costs Assumes:
        - 1 FTE for each of the following positions: ESL Teacher/Coordinator and Front Office Manager
        - 2 FTEs for each of the following positions: Counselors and Special EducationTeachers
        - 26 FTEs for General education teachers as follows: 8 Math, 8 ELA, 4 Science, 4 Social Studies, and 2 Enrichment Teacher

Payroll Taxes and Benefits: calculated by state mandated percentages of personnel expense. Red Brick Academy will contribute 2.4% of the mandated 7.7% that teachers contribute to retirement.

Contracted Services:

- Accounting/Audit expenses assumes $5,000 in Y0 and $10,000 in Y1 that increase by 10% until we reach full enrollment in Y3 with a 1% increase in fees in Y4 and Y5
- Legal expense assumes $10,000 for legal fees in Y1 that increase with enrollment with a 1% increase in fees in Y4 and Y5
- Food Serves Expense assumes $25,000 for food servers contracted part time with an hourly wage that increase with enrollment with a 1% increase in fees in Y4 and Y5
- Payroll Services expenses assumes back office provider contracted at $2,000 in Y0 and $60,000 in Y1 – Y5 with a 1% increase in fees in Y2 and Y5
- Special Ed Service expense assumes contracted speech, occupational therapy, physical therapy, and bilingual services at $100/hr for 40 weeks with an estimated 9 hours per week of services that increases with enrollment with a 1% increase in fees in Y4 and Y5

School Operations

- Board Expense assumes $3000 for board training, $500 for the annual board retreat, and $1,200 for Directors and Officers Insurance.
- Classroom/Teaching Supplies & Materials expense includes $900 per classroom plus $200 per teacher. The expense increases with enrollment with a 1% increase in fees in Y4 and Y5.

- Special Education Supplies and Materials assumes $300 per student with disabilities that increases with enrollment with a 1% increase in fees in Y4 and Y5.
- Textbooks/Workbooks assumes $100/student that increases with enrollment with a 1% increase in fees in Y4 and Y5.
- Supplies and Materials assumes $50 per student for spare uniforms and student supplies. The expense increases with enrollment with a 1% increase in fees in Y4 and Y5.
- Equipment and Furniture Expense includes $3,000 per classroom for desks, chairs, and tables. Y0 expense is for 2 grade levels of furniture. Y1 expense is for an additional 2 grade levels of furniture. Furniture needed at full enrollment will be purchased by the end of Y1. In Y2 – Y5, we allocated 2% of the total furniture costs at full enrollment for wear and tear replacement.
- Telephone Expense is covered by CSP grant and assumes initial landline installation in YO at $3,500 and $200/month for school phones thereafter which increases by enrollment with a 1% increase in fees in Y4 and Y5.
- Technology Expense assumes 1:1 ratio for student Chromebooks @$200; projector and document camera @$750 per classroom; SchoolRunner (data and parent communication application) for $34.20 per student; $1500 per staff member for staff laptops. We will use CSP funds to purchase all technology needed at full capacity by the end of year 2.
- Student Testing and Assessment assumes $25 per student plus $1000 for a third of students with disabilities for triannual reviews. CSP funds will be used. The expense increases with enrollment with a 1% increase in fees in Y4 and Y5.
- Field Trip Expense assumes $1000 per trip for two grade levels with 6 total trips each year. The expense increases with enrollment with a 1% increase in fees in Y4 and Y5.
- Transportation expense assumes $10,000 for busses for students with transportation in their IEPS. The expense increases with enrollment with a 1% increase in fees in Y4 and Y5.
- Staff Development Expense assumes $300 per staff and PEIMS training for the Director of Operations. The expense increases proportionally to staffing increases with a 1% increase in fees in Y4 and Y5. We will use CSP funds for this expense.
- Staff Recruitment assumes $500 for social media ads and online postings to recruit each new staff. We will use CSP funds for this expense.
- School Meals assumes $3.50 per meal for the 187 days of school for the 11% of student who we project will not have free or reduced lunch.

- Banking fees assumes $2,000 annually which stays constant overtime with a 1% increase in fees each year.

Facility Operation and Maintenance

- Insurance expense assumes all required insurance for the school with a 1% increase in fees each year.
- Janitorial Services expense assumes $0.18 per sq ft which increase with enrollment with a 1% increase in fees each year.
- Building and Land Rent/Lease assumes that we lease a facility that allows payment for only the portion of the facility used according to enrollment. It assumes $11/sq ft in rent at 80 sq ft per student. Y0 expense assumes starting the lease 2 months before school opens for building readiness activities. Y1 – Y3 increases with student enrollment with a 1% in fees in Y4 and Y5. The first month of rent in Y1 will be covered by CSP.
- Repairs and Maintenance assumes $50,000 for the initial building renovations to bring the building to code in Y0 and $20,000 in Y1 – Y5 for reoccurring repairs and maintenance expenses.
- Security expense assumes $800 per month for a high security alarm system with a 1% increase in fees each year.
- Utilities expense assumes $1.25 per sq ft annually. This expense increases with enrollment with a 1% increase in fees in Y4 and Y5.
- Internet expense assumes high speed fiber optic system at $500/month with a 1% increase in fees each year.

Funding and Fundraising

We have a firm commitment of donation from the Walton Foundation in the amount of $75,000. The letter of assurance is included in **Attachment 33**. We anticipate funding from CSP and have incorporated the $900,000 start-up funds into our Y0-Y5 budget. The board will set fundraising goals and oversee fundraising efforts seeking applicable grants and high net worth individuals to donate to our school. Fundraising activities including, but not limited to, creating virtual fundraising events, time-bound donation campaigns, establish monthly giving programs, and incorporating donation drives for specific causes.

Contingency Plan

The start up plan is a robust guide to ensure that we meet all year 0 targets. However, we understand that there may be unforeseen challenges that we must proactively plan to

mitigate. Our primary funding source is student enrollment. As such, we have built a contingency budget based on having 70% of the expected enrollment in Y1. To decrease our expenses, we made the following changes to the budget resulting in $1,828,568 in total expenses and $1,965,328 in total revenue and a net operating budget of $136,760.

- Eliminated SEL coordinator role; the Director of Special Education will take on this role for Y1
- Created three cohorts of classes per grade instead of the original four. Doing so eliminates 1 math and 1 ELA teacher per grade resulting in a decrease of 4 teacher positions in Y1
- Eliminated Family Engagement and External Partnership coordinator; the Counselor will take on this role in Y1
- Changed the Office Manager role from 1 FTE to 0.5 FTE. The Director of Operations will take on the other half of the role
- Changed Chromebook to student ratio from 1:1 to 1:2
- Changed all enrollment based operating expenses to reflect the 70% student enrollment.

The below cashflow statement for year 1 displays when we expected to incur expenses and revenues each month.

Total Revenue	**1,965,328.00**												
Total Expenses	**1,828,568.00**												
MONTH	**July**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**April**	**May**	**June**	**Total**
CASH IN PER MONTH	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 163,777**	**$ 1,965,328**
CASH OUT PER MONTH													
Total Personnel, Tax and Benefits Expense	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	$103,633	**1,243,592**
Contracted Expense													-
Audit	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	10,000	**10,000**
Legal	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**10,000**
Food Service/School Lunch	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	**25,000**
Payroll Services	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**60,000**
Special Ed Services	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	**24,000**
School Operations													-
Board Expense	$500	$3,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	1200	**4,700**
Classroom/Teaching Supplies and Mater	$5,750	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	**8,500**
Special ED Supplies and Materials	$3,750	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	**5,400**
Textbooks/Workbooks	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$15,200	**15,200**
Supplies and Materials Other	$5,600	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	**7,800**
Equipment/Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$20,000	$0	**20,000**
Telephone	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	**2,400**
Technology	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	52298	$0	**52,298**
Student Testing and Assessment	$2,600	$0	$0	$0	$0	$2,600	$0	$0	$0	$0	$0	$2,600	**7,800**
Field Trips	$0	$0	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	**12,000**
Transportation (student)	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**10,000**
Office Expense	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	$360	**4,320**
Staff Development	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	**5,100**
Staff Recruitment	$0	$0	$0	$0	$688	$688	$688	$688	$688	$688	$688	$688	**5,500**
Student Recruitment/Marketing	$0	$0	$0	$0	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	$2,025	**16,200**
School Meals/Lunch	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	$936	**11,231**
Banking Fees	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	**2,000**
Facility Operation and Maintenance													-
Insurance	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	**20,000**
Janitorial Services	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	$187	**2,246**
Building and Land Rent/Lease	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	$15,840	**190,080**
Repairs and Maintenance	$909	$909	$909	$909	$909	$909	$909	$909	$909	$909	$909	$10,000	**20,000**
Security Services	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	**12,000**
Utilities	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	$1,267	**15,200**
Internet	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	**6,000**
Total Expense													
Total Cash Out per month	**$156,040**	**$141,440**	**$139,640**	**$139,640**	**$142,352**	**$144,952**	**$142,352**	**$142,352**	**$142,352**	**$142,352**	**$214,650**	**$180,443**	**1,828,567**

CASH FLOW SUMMARY												
Total Cash In	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**	**$163,777**
Total Cash Out	**$156,040**	**$141,440**	**$139,640**	**$139,640**	**$142,352**	**$144,952**	**$142,352**	**$142,352**	**$142,352**	**$142,352**	**$214,650**	**$180,443**
SURPLUS (DEFICIT)	$ 7,737	$ 30,075	$ 54,212	$ 78,350	$ 99,775	$ 118,600	$ 140,025	$ 161,450	$ 182,875	$ 204,300	$ 153,427	$ 136,761

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."

January 15, 2021

Re: Commitment of Start-Up Funds to Red Brick Academy

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with BES and the BES Fellowship, will make available $75,000 of start-up funds for the planning year (fiscal year 2021-2022) of Red Brick Academy contingent upon its charter authorization. These funds will be characterized as a $75,000 grant.

Sincerely,

Aasimah Navlakhi
Chief Executive Officer

131 Dartmouth Street, Floor 3 | Boston, MA 02116 617.227.4545 bes.org

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

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

Red Brick Academy
Statement of Financial Position
As of June 30, 2020

	2020
Assets	
Current Assets	
Cash and cash equivalents	$0
Accounts receivable	0
Prepaid expenses	0
Total current assets	0
Property and Equipment, net	0
Total Assets	$0
Liabilities and Net Assets	
Current Liabilities	
Accounts payable	$0
Accrued liabilities	0
Deferred revenue	0
Current portion of long-term debt	0
Total current liabilities	$0
Long-Term Debt	0
Total Liabilities	$0
Net Assets	
Unrestricted	0
Temporarily restricted	0
Total Net Assets	0
Total Liabilities and Net Assets	$0

Red Brick Academy
Statement of Cash Flows
For the Year Ended June 30, 2020

	Unrestricted	Temporarily Restricted	Totals 2020
Revenues			
Local support:			
Contributions	$0		$0
Fund-raising activities	0		0
Interest and other income	0		0
Total local support	0		0
State program revenues			
Foundation School Program		0	0
Other State Aid		0	0
Total state program revenues		0	0
Federal program revenues:			
ESEA Title I Part A		0	0
ESEA Title X		0	0
Child Nutrition		0	0
Total federal program revenues		0	0
Net assets released from restrictions:			
Restrictions satisfied by payments	0	0	–
Total Revenues	$0	$0	$0
Expenses			
Program Services:			
Instruction and Instructional-Related Services	0		0
Instructional and School Leadership	0		0
Support Services:			
Administrative Support Services	0		0
Ancillary Services	0		0
Support Services–Non-Student Based	0		0
Support Services–Student (Pupil	0		0
Fund Raising	0		0
Total Expenses	$0	–	$0
Change in Net Assets	0	0	0
Net Assets, beginning of year	0	–	0
Net Assets, ending of year	$0	$0	$0

Red Brick Academy
Statement of Cash Flows
For the Year Ended June 30, 2020

	2020
Cash flows from operating activities:	
Foundation School Program payments	$0
Grant payments	0
Contributions and fund-raising activities	0
Miscellaneous sources	0
Payments to vendors for goods and services rendered	0
Payments to charter school personnel for services rendered	0
Interest payments	0
Net cash provided by operating activities	0
Cash flows from investing activities:	
Purchase of land and building	
Purchase of equipment	0
Net cash provided by investing activities	0
Cash flows from financing activities:	
Issuance of long-term debt	
Principal payments on long-term debt	0
Net cash provided by financing activities	0
Net increase in cash	0
Cash at beginning of year	0
Cash at ending of year	0
Reconciliation of change in net assets to net cash provided by operating activities:	
Change in net assets	$0
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	0
Increase Decrease in assets:	
Accounts receivable	0
Increase (Decrease) in liabilities:	
Accounts payable	0
Accrued liabilities	0
Net cash provided by operating activities	$0

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, 2019, 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, 2019, 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, 2019."

"No documents are being provided because the sponsoring entity was incorporated after January 1, 2019."

There is no Credit Report to include in the application.

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. A screen shot of the form will not fulfill this attachment requirement.

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.

Red Brick Academy, Inc has not begun financial transactions. Form 1023 has been filed, and we are awaiting the 501c3 Letter of Determination.

There is no 990 form to submit.

LETTER OF SPECIAL ASSURANCES

Sponsoring Entity: Red Brick Academy, Inc

Proposed Charter School Name: Red Brick Academy Charter School

*The Board Chair of the proposed sponsoring entity shall initial **all** assurances within this document to confirm awareness and understanding of responsibilities established herein.*

Initial by each blank line in blue ink

Open Meetings Requirements

JH 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 will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

JH 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 that were proposed and approved in the application for charter.

Public Information Requirements

JH The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

Criminal History Check Requirements

JH 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 a 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.

Annual Training Requirements

JH 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.

Residential Facilities Monitoring (RFM) System

The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in Residential Facilities (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.

Special RF Training

The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Admission and Enrollment

The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the 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.

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.

Public Meeting(s)

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E5 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.

Withdrawal and Expulsion

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.

The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).

The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

Ready to Open Check-List

The proposed charter holder understands, upon approval and award of charter, that a ready-to-open check list may be required to be completed prior to final approval for the opening of any campus.

Postponement of Opening

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.

Federal and State Funding

The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *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.

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.

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.

Federal Charter School Program Grant

The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 26 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.

___The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

___The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

___The applicant provides assurance that it has, or will have before serving students, on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing and Administration request a copy, the applicant will provide such copy immediately.

___According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

The term charter school means a public school that:

a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
d. provides a program of elementary or secondary education, or both;
e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
f. does not charge tuition

g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act;

h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;

j. meets all applicable Federal, State, and local health and safety requirements;

k. operates in accordance with State law; and

l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

Required Disclosure

JM The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Joel Muñoz Jr.

Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

1/18/2021

Date

ADDENDUM
Charter School Program Start-Up Grant

Priority Point

☒ The applicant proposes to open the charter school in a Qualified Opportunity Zone.

The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

Narratives

EDUCATIONAL PLAN

1. Describe the educational program of the proposed charter school.
   This question is answered in the "Mission, Vision, and Overview of the School Design" Section of the Application on pages 24 – 31.

ROLES AND RESPONSIBILITIES

2. Describe the roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
   This question is answered throughout Attachment 23 – HR Forms (pages 313 – 349) and Attachment 32 – Budget Narrative (pages 393 – 399).

PARENT AND COMMUNITY ENGAGEMENT

3. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation of the school design and operation of the proposed charter school.
   This question is answered in the "Family and Community Engagement" Section of the Application on pages 62 – 64.

4. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.
   This question is answered in the "Family and Community Engagement" Section of the Application on pages 62 – 64.

TRANPORTATION

5. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school.
   This question is answered in the "Transportation" Section of the Application on page 102.

STUDENT OUTCOME GOALS

6. Identify three to five specific Student Outcome SMART Goals that will be achieved by the beginning of Year 3 (August 2024). Smart goals are **Specific, Measurable, Attainable, Relevant, and Time-bound.**

   This question is answered in the "Performance Management" Section of the Application on pages 80 - 82.

7. Describe how the board will use evaluation data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s). Include a preliminary timeline when updates on outcome goals will be reported to the board.
   This question is answered in the "Board Structure and Qualifications" Section of the Application on pages 67 - 68.

GRANT-RELATED BUDGET

8. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.
   This question is answered throughout Attachment 32 – Budget Narrative (pages 393 – 399).

9. List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

Note: Applicants may delete directions within each row to input responses. Hover the cursor over the bottom left corner of each row and press the [+] button to insert additional rows.

COST AREA	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
PAYROLL		
• Administrative staff preparing academic, financial, operations, and culture programs and systems	$157,500	CSP funds not allowed for this activity past planning year
PROFESSIONAL AND CONTRACTED SERVICES		
• Financial accounting documents and payroll services	$7,000	CSP funds not allowed for this activity past planning year
SUPPLIES AND MATERIALS		
• Classroom furniture, telephone, technology	$70,644	$160,531
• Student testing	N/A	$11,400
OTHER OPERATING COSTS		
• Staff PD, Staff Recruitment, Student Recruitment	$42,940	$28,300
• Banking Fees	$500	$2,000
• Rent for Start-up year and 30 days in implementation year	$31,680	$15,840
CAPITAL OUTLAY	N/A	N/A
• Insert Activity	N/A	N/A
Total Planning Costs	$310,264	
Total Implementation Costs	$218,071	
Total Planning + Implementation Costs	$528,334	

10. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

Red Brick Academy is primarily using CSP funds for durable goods that can be used for multiple school years that follow. Additionally, most of the non-allowable activities through CSP can be sustained through per pupil funding after the initial start-up costs have been incurred. The Red Brick Academy board, in partnership with the Superintendent, will implement fundraising strategies and apply for grants to provide supplemental income.

Attachments

- CSP1: Equitable Access and Participation
- CSP2: Charter Management Receipt of Funds

Evaluation criteria

A strong response will:

- ✓ Present a clear and robust educational program for the proposed charter school.
- ✓ Describe specific roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
- ✓ Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school.
- ✓ Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.
- ✓ Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.
- ✓ Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.
- ✓ Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s) - Include a preliminary timeline when updates on outcome goals will be reported to the board.
- ✓ Present allowable activities that are appropriate for the results expected.
- ✓ Identify personnel, materials and other identified expenses that support the outlined activities.
- ✓ Present funds that are reasonable and necessary for achieving the objectives.
- ✓ Present a clear plan to maintain financial sustainability after the end of the grant.

ATTACHMENT CSP1
Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

☒ The applicant assures that **no barriers** are likely to exist to equitable access and participation for any groups receiving services funded by this grant.

☐ The applicant **foresees barriers** to equitable access and participation for the following groups that would receive services funded by this grant, as described below.

	BARRIERS	EFFECTED GROUPS
☐	Gender-Specific Bias	
☐	Cultural, Linguistic, or Economic Diversity	
☐	Gang-Related Activities	
☐	Drug-Related Activities	
☐	Visual Impairments	
☐	Hearing Impairments	
☐	Learning Disabilities	
☐	Other Physical Disabilities or Constraints	
☐	Inaccessible Physical Structures	
☐	Absenteeism/Truancy	
☐	High Mobility Rates	
☐	Lack of Support from Parents	
☐	Shortage of Qualified Personnel	
☐	Lack of Knowledge Regarding Program Benefits	
☐	Lack of Transportation to Program Activities	
☐	Other Barriers	

ATTACHMENT CSP2
Charter Management Organization Receipt of Funds

A Charter Management Organization (CMO) is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Check the appropriate box.

☒ The applicant is NOT affiliated with nor proposing to contract with a CMO. Skip this attachment.

☐ The applicant IS affiliated with or proposing to contract with a CMO.

If yes, check all that apply below and provide the following documentation:

☐ The CMO does not currently receive or will not receive CSP funds directly from the United States Department of Education. **No further documentation is needed.**

☐ The CMO currently receives CSP funds directly from the United States Department of Education. **Provide the Grant Award Notification Number (GAN#) associated with this CSP grant.**

☐ The CMO will receive CSP funds directly from the United States Department of Education. **Provide a description of the anticipated timeline of award, charter school campuses (including the states in which they will operate) that will benefit from the grant if awarded, and the anticipated award amount.**

☐ Other. **Provide a thorough explanation.**

Insert Material Behind this Page.
Also Include this Cover Page with Submission