CHARTER COVERSHEET

APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth Generation Charter School Name: Royal Ambassador Academy

Name of Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.

NOTE: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one): ☒ 501(c)(3) nonprofit organization ☐ Governmental Entity ☐ College or University

Chairperson of governing body of sponsoring entity: Reverend John R. Adolph

CEO of sponsoring entity: Ms. Felicia Young

CEO/Superintendent of proposed charter school: Dr. Johnny E. Brown

Board member(s) who attended applicant information session(s): Dr. Johnny E. Brown **Date(s):** February 7, 2014

Applicant mailing address *(To be used for contact regarding this application)*: P.O. Box 20214 Beaumont, Texas 77720

Physical address of proposed administrative offices *(if different from above)*: 3920 W. Cardinal Drive, Beaumont, Texas 77705

Number of campuses requested: One

Physical Address of Each Proposed Campus: *Street address, city, state, zip, and county, OR, if the specific address(es) is unknown at this time, provide the county and general location of the proposed campus(es)* 3920 W. Cardinal Drive, Beaumont, Texas 77705

Contact name: Dr. Johnny E. Brown

Contact role/title: Superintendent, Royal Ambassador Academy

Contact Phone: 409-332-8405 **Contact Email:** johnnedwardbrown@aol.com

State maximum enrollment and check all grade levels to be served for each school year.

By Year 4, at least one grade in which the state assessments are administered must be offered.

GRADE LEVELS SERVED

	Proposed Enrollment	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	256	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐
Year 2:	328	☐	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐
Year 3:	392	☐	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐
Year 4:	456	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐
Year 5:	544	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐
At Capacity:	550	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐

APPLICANT TEAM MEMBER INFORMATION

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Reverend John R. Adolph	Pastor- Antioch Missionary Baptist Church	Governing Board
Dr. Johnny E. Brown	CEO-J & C Brown Institute for Learning, LLC	Superintendent/Governing Board
Ms. Felicia Young	Executive Director- Jehovah Jireh Village Community Development Center, Inc.	
Dr. Porchanee White	Assistant Principal- Port Arthur ISD	
General Marvin Brailsford	Retired Military	Governing Board
Ms. Anjerrica Bean	Program Director- Jehovah Jireh Village Community Development Center, Inc.	
Attorney Melody Chappell	Attorney-Wells- Peyton Law Firm	
Mr. Howard Mills	Retired educator	
Ms. Michelle Turner	Youth Coordinator-Antioch Missionary Baptist Church	

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-2016? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

Do any of the following describe your organization, or the charter proposed in this application?

☐ Seeks approval for multiple campuses under a single charter.

☐ Already operates schools elsewhere in the US.

☐ Will contract or partner with a charter management organization (CMO). ***If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.***

If yes, identify the CMO: _____

☐ This CMO currently manages schools in Texas or elsewhere in the US.

If yes, list all applicable states: _____

CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete, accurate, and original realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

Ms. Felicia Young	Felicia Young	2/15/14
Name of CEO of Sponsoring Entity	*Signature of CEO of Sponsoring Entity*	*Date*
Dr. Johnny E. Brown	Johnny E. Brown	2/15/14
Name of Application Preparer	*Signature of Application Preparer*	*Date*

With what company is the application preparer associated? J & C Brown Institute for Learning, LLC

Was preparer paid? ☐ Yes ☒ No

Application Response

Charter Overview

The Charter Overview should provide a concise summary of the following:

- the proposed plan for the school, including core values/beliefs;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charters schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the 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. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
      i. Prepare a cover letter (following the TEA sample) addressed to the board of trustees and superintendent of each school district and charter school within the designated geographic boundary, and copying each member of the legislature that represents the geographic area to be served by the proposed school as directed in TEC §12.1101. Enclose with that letter the Statement of Impact Form and your completed Charter Coversheet.
      ii. The documents must be sent to districts, charter schools, and members of the Texas legislature in time to include signed certified return receipt card copies as part of the submitted application. If a school board trustee, district superintendent, or legislative office receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments.
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location, including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.
5. **Education Plan/School Design.** Provide an overview of the education program of the proposed

school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.

6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates provided by the TEA: Bilingual Education/ESL, Section 504,and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.
8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

CHARTER OVERVIEW

The Academy will be one of a kind in the area. The Academic Committee for Exploration - ACE, acting as the planning committee, concluded that a tailored Montessori approach will best address the unique needs of the target population, and allow the school the flexibility to educate any child who enrolls in the Academy. Children will learn at their own, teacher-guided, individual pace and according to their personal choices of activities from hundreds of possibilities. Using this approach as an umbrella, the school will incorporate the arts into teaching science, technology, engineering and mathematics (STEAM). We will also infuse the academic curriculum with a social, emotional and moral learning (SEML) component. Our goal is to be one of the state's most effective schools in working with all children, and especially those that have not been able to be successful in the area's local public schools.

The Royal Ambassador Academy will execute a whole child approach by blending research, practice, and common sense to educate, develop and prepare students for the challenges and opportunities of today and tomorrow. The Academy's school proposal is based on four **core values.** These core values will guide the school's daily operations and establish its culture. They are:

1. **Leadership to impact student learning.** Effective leadership will make a difference in student achievement. The school's leadership will chart clear courses of actions with high expectations, data-driven adjustments and ongoing support for teachers.
2. **Rich and diverse learning environments.** Classroom teachers will establish classrooms that transform and change learners by: (1) providing stimulating,

intellectual challenges, (2) accommodating students with different learning styles and diverse abilities, and (3) employing multiple methods in assessing students.

3. **Partnerships with families.** Students will benefit from close partnerships and ongoing communication between their families and their educational programs.
4. **Educating the whole child**. Students will learn in an environment focused on educating the whole child - academic, physical and socio-emotional. Leaders and teachers will provide a well -balanced/rounded curriculum that meets the needs of individual students through smaller, interactive, hands-on, multi-aged classrooms. The curricular program will develop knowledge and intellectual skills in a wide range of academic areas, offering extra-curricular activities in which to discover, investigate and develop interests and talents, nurturing, guiding, encouraging and supporting students as they succeed and fail in their attempts to learn and grow.

Vision and Mission.

Vision Statement: The Royal Ambassador Academy will do our due diligence to produce the leaders of tomorrow by developing STEAM educated students with strong emotional, social and moral character. **Mission Statement:** The Royal Ambassador Academy provides and encourages different and innovative learning.

The school's vision started with a small committed group that moved the idea of a charter school from a shared educational dream to a shared educational reality. Our school environment will encourage **PK – fourth grade children** to take risks and become creative producers without fear of failure. Our aspirations for the school is to begin with pre-kindergarten through fourth grade, with a grade level added each year through grade eight. We are focusing on STEAM education with a SEML component, so that we can intervene early in equipping children with skills for the 21st Century using modern curriculum and scientific pedagogy. Each component of the school is researched to enhance academic outcomes and will address the identified needs of the target population and enable the school to meet the vision as outlined in this table.

Early Interventions	Identified Needs the Component Addresses	Academic Outcomes
STEAM Academics aligned to the TEKS	An educational plan that provides 21st Century skills	Students with an early academic foundation in science, technology, arts, engineering and mathematics
Montessori Approach	An educational plan that addresses various learning styles, abilities and motivations	Students with early aspirations for the highest level of academic achievement
SEML Curriculum	An educational plan that focuses on social/emotional/moral learning as well as academics	Students with an early understanding of the relationship between personal qualities and education; and are equipped with the character

		needed to meet the demands of academic learning
Parent Education/Involvement	Increased communication between school and parents	Parents participating in their children's education and daily learning

The vision for the school is formulated from the community's concerns. So establishing a school using the Montessori methods will also enable us to address the collective needs of the parents we polled and improve student learning, by providing: (1) an additional choice of learning opportunities within the area's public school system, (2) different and innovative learning methods, and (3) new forms of accountability for public schools.

Community Engagement. ACE conducted assessments in order to prioritize community needs, define the target population and determine if concerns of parents, and the community could be addressed by any of the existing public education systems. Once it was determined that a different kind of public education system was needed, the collected data was used to design and create the school's charter.

The applicant, Jehovah Jireh Village Community Development Center, Inc. (JJV) a non-profit organization, was founded in 2007 to assist disadvantaged individuals and their families with their various and many needs. JJV is dedicated to partnering with communities and individuals to promote affordable home ownership, economic prosperity and personal empowerment. We provide and coordinate assistance with healthcare, education, employment and housing. We lead and facilitate community collaborations among area churches, government entities, civic associations, and other non-profits. One of our most recent projects which included developing affordable housing as well as other ongoing projects positions us in the midst of the parents with children who are struggling to succeed in our existing area schools. Parents of students of all ages have voiced concerns about wanting to have smaller class room sizes, needing help from the school in teaching their children moral and life values, and hoping for more involvement in the educational planning process. Although these parents' legitimate concerns match the committee's hunches, a systematic set of procedures was created to determine the need for the school and to ensure that the school's design was data-driven. This process was initiated by conducting a community needs assessment. The community needs were assessed by disseminating and collecting data using surveys and conducting a public hearing held on August 22, 2013. We also assessed student's needs within the proposed charter school's geographical boundary areas by studying academic trends.

Our findings were divided and analyzed by parent and community needs and student needs. Student identified needs are summarized in the "Educational Needs and Anticipated Student Population" section starting on page four of this overview. Parent and community assessments revealed the following.

Parent & Community Needs Assessments: Key Findings. Today's public schools are meeting the needs of many children. However, the parents this committee polled articulated concerns about traditional public schools not addressing the needs of their children. Data from parents with children in grades PK- 12, revealed a variety of apprehensions that include:

Children Summarized Issues Voiced by Parents

Target Population Needs:	**Component of Program to Address Needs:**
A school that educates the whole child by addressing the academic, physical and socio-emotional needs of children.	SEML - social, emotional and moral component integrated into day-to-day practices and instruction.
A school that provides individualized educational plans that meet children wherever they are and takes them to a level of excellence and beyond.	Montessori approach which focuses on individual needs and higher level thinking.
A school that prepares students for the future, with 21st century skills, by encouraging, nurturing and developing innovation and creativity skills.	Our model organizes and integrates essential skills into instruction throughout the curriculum. These skills are: •Collaborating •Analytical thinking •Problem-solving •Finding and evaluating information •Creativity and innovating thinking
A school that could reach the African-American male student by applying culturally responsive instruction.	Montessori approach will provide early positive experiences within a learning environment that prepares all students for ongoing engagement in the academic process.

In order to best address the concerns of the polled parents, the planning committee designed an educational strategy, starting with grades pre-kindergarten through four, which blends a child-centered, socially intelligent, morally conscious approach to teaching. Implementing the Montessori methods, the school's educational plan will not only provide the struggling student with a unique learning experience, but be beneficial to any student who enrolls in the school.

Geographic Boundary. **We have the building.** The school will be located on the south side of

accessible, 26,000 Sq. Ft., two-story facility consists of 18 fully furnished classrooms, 18 offices which can be converted into additional classrooms, computer lab with 30 work stations, a large multipurpose room with projector, screen, speakers, 2 conference rooms, a café, 5 restroom areas, WiFi, 18 security cameras inside and outside, PA/bell system and 6 exits. It is less than three minutes from Lamar University, one of our major partners. We will also be within 5 miles of other partners like the YMCA, and the Theodore Johns Library. **Being close to our partners is expected to enhance the school environment by creating a community school where local businesses, agencies and organizations are welcomed and visible throughout the school. The challenge, however, will be organizing partnerships in a way that we will make the school more effective at educating the whole child. In order to overcome this challenge, we will assign a staff member to coordinating our partnerships.**

Educational Need and Anticipated Student Population. **Potential Students Needs Assessments Key Findings** The committee reviewed and analyzed the most recent TEA accountability ratings for each district within the school's geographic boundary. Findings for

the largest three districts were the most significant and are detailed in the table below. We discovered that subpopulations, including all ethnic groups and economically disadvantaged students, attending elementary schools in Port Arthur and Beaumont ISD were below the state average for the last two years. Beaumont ISD is located in the same city as the proposed charter school.

Texas Education Agency 2012-13 School Report Card					
STAAR Percent at Phase-in 1Level II or Above (Sum of All Grades Tested) Compared to the State rates: 2012 – 77%; 2013 – 77%					
District – Elem. Only	**All Students**	**African-American**	**Hispanic**	**White**	**Econ Disadv.**
Beaumont 2013	73%	68%	76%	85%	69%
2012	72%	69%	75%	83%	69%
Nederland 2013	87%	74%	85%	90%	83%
2012	90%	77%	87%	91%	84%
Port Arthur 2013	64%	62%	63%	95%	65%
2012	64%	58%	63%	84%	71%
Area's Avg.	75%	68%	74%	88%	74%

When looking at trends for those students choosing to leave their current schools, and attend charter schools, we find that this population generally consists of the students who are not academically successful and/or are having behavioral problems. The Academy will accept all children, but be prepared to cater to those struggling students with academic and social needs as identified in our needs assessments. Working with them one-to-one and in small groups, we will be able to provide them with the attention, interventions and hands-on learning not found in traditional schools.

Education Plan/School Design. Over a century ago, Dr. Maria Montessori discovered through scientific observations of children that they are not empty vessels to be filled; they are intrinsically motivated doers (2013 The Montessori Foundation). She saw that providing a hands-on learning environment that valued choice, concentration, collaboration, community, curiosity, and real-world application produced lifelong learners who viewed "work" as something interesting and fulfilling instead of drudgery to be avoided. Research in psychology and neuroscience continually validates Dr. Montessori's conclusions about children and learning. The Academy's educational plan will be implemented using the Montessori approach, so that the school can be successful at educating any student who enrolls including those who have been identified as the at-risk population. The Montessori methods will give the school the flexibility to successfully engage and teach children of varying intelligence, temperaments and backgrounds.

The committee believes that a Montessori-based curriculum, customized by adding STEAM and SEML components, will better meet our needs. The educational program for the Academy will include a combination of components, with some mirroring other viable academic and instructional programs, but each will be tailored and enhanced to meet the needs of the school community in a new and different way. The Academy will provide communities within the

boundary areas with an innovative **STEAM 21st century curriculum being taught using the Montessori scientific pedagogy. The differences in our approach and traditional education can be seen in our innovations.**

- ☐ STEAM Unique Innovations: starting to prepare young people, including African Americans, to be creative scientists, engineers, mathematicians and technologists from the beginning of their educational experiences.
- ☐ Montessori Unique Innovations: classrooms where teachers respect student individuality in ways traditional education cannot by allowing students to learn at their own individual pace.
- ☐ Ferocious Friday Innovations: While the majority of each day will be spent utilizing the Montessori methods, Fridays will provide an opportunity for exploratory and enrichment activities, project-based learning, field trips, guest speakers, mentoring, and single gender group time, incorporating many of the SEML and other academic components.
- ☐ SEML Unique Innovations: understanding the link between the social-emotional realm and academic success, a school-wide, systematic approach will be used to provide students with a proactive, strong foundation for brain development and emerging cognitive abilities.

Leadership and Governance. Members of the governing board include:

Name	Position	Reason the Individual is on the Board
Reverend John E. Adolph	President	Community leader and visionary
General Marvin Brailsford	Treasurer	Business experience and government leader
Dr. Johnny E.Brown	Superintendent	Experience as leader in education
Dr. Kenneth Evans	Board Member	Experience as leader in education, including higher education administration
State Representative Joe Deshotel	Secretary	Community and government leader and Attorney
Mrs. Angela Brailsford	Board Member	Community leader and Attorney

Attachment C is provided and includes notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. **Attachment D**, the school's assurances and **Attachment E** the sponsoring entity eligibility documents are both included in this submission.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section One - Educational Plan

Program Overview

Explain the educational philosophy that guides the design of the school, and describe the curriculum program to be offered and how it aligns with the education program, including primary instructional methods and assessment strategies. Describe any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

SECTION ONE - EDUCATIONAL PLAN

Program Overview. **Educational Philosophy.** Developing creativity and innovation in our children should be a critical goal in preparing our children for their future. In Out of our Minds, Learning to be Creative (2011), Sir Ken Robinson not only discusses the importance of developing innovation and creativity, he also encourages the use of Montessori Education and methods as one of the most effective ways to promote educating the "natural individual". Robinson distinguishes two main educational traditions, "rational individual" and the "natural individual." In the tradition of the rational individual, education follows a logical path and the primary role of the teacher is to transmit bodies of knowledge to the student. In contrast, the tradition of the natural individual makes the assumption that "every child is by nature, a unique individual with innate talents and sensibilities. Education should draw out these qualities rather than suppress them with the values and ideas of the adult world. Education should not be knowledge-based, but child-centered," Robinson argues. Further, Sir Robinson supports the Montessori approach for developing creativity and innovation as an effective vehicle for following reasons:

- ☐ Education should develop the whole child and not just their academic abilities. It should engage their feelings, physical development, moral education and creativity.
- ☐ Knowledge of the self is as important as knowledge of the external world. Exploring personal feelings and values is essential and so are opportunities to exercise imagination and self-expression.
- ☐ One of the main roles of teachers is to draw out the individual in every child. In this sense, education is a process of self-realization.

ACE, the planning committee which consisted of community members, parents, an elected official, and educators concluded that a customized curriculum to reflect the stated vision and mission would best meet the needs of the concerned parents. While there are numerous "ready-made" models and packaged programs available, we believe that no single program or curriculum will meet the needs of teachers and staff, parents, and students.

Montessori was one of the educational pioneers who embraced the natural, child-centered view of education. Along with other educational pioneers, Pestalozzi, Froebel, Steiner, Orff, and Dewey, Montessori believed that it is "vital for education to encourage the development of children's natural abilities and personalities." The curriculum development process will be implemented at the school's inception with input on best practices from curriculum development professionals.

The educational program for the Academy will include a combination of components, with some mirroring other viable academic and instructional programs, but each will be tailored and enhanced to meet the needs of the school community in a new and different way. The

plan is to utilize the Montessori approach to teach a student centered, high level curriculum. In addition, The Royal Ambassador Academy will incorporate the "A" for the arts into teaching science, technology, engineering and mathematics in order to create and improve students' critical-thinking skills which are best developed through exposure to the arts (USDE, 2012).
To further explain the Academy's approach to student academic learning, the committee outlined the school's pedagogy and curriculum selection on the next two pages.

The Academy's Pedagogy. Schooling is mandatory for all children in the United States, but no single instructional approach fits all children. Parents we surveyed value and appreciate school choice—they want to select an educational program that meets the learning needs of their child. The Royal Ambassador Academy will provide parents and students with the first public/charter Montessori school in the Southeast (Region 5 ESC area) region of Texas. The **Montessori Approach will be incorporated into a STEAM and SEML focused curriculum**. The plan is for the school to **begin with pre-kindergarten through fourth grade, with a grade level added each year through grade eight.**
The Montessori method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. This will serve as the core approach for teaching the curriculum. Dr. Montessori's method has been time tested, with over 100 years of success in diverse cultures throughout the world.
Montessori educational practice helps children develop creativity, problem solving, critical thinking and time-management skills, skills desired by teachers and staff, parents, and students. Given the freedom and support to question, to probe deeply, and to make connections, students attending the Academy will become confident and enthusiastic learners. They will be prepared for the 21st century, where students and adults alike need to be able to think critically, solve real world problems, and work collaboratively with others (Out of our Minds, Learning to be Creative (2011). When reviewing the passing rates for the districts listed in the table on page four, we see that African-Americans as a group has the lowest rate. Scholars have long argued that in our urban public schools there exists the ever-increasing epidemic of academic failure and dropout among African American students (Bennett & Fraser, 2000; Blanchett, 2006; Fordham, 2001; Hale & Bailey, 2001; Perry, Steele & Hilliard, 2003). Academic underachievement for these students has been associated with teachers' overreliance on direct instruction, socially and culturally irrelevant curriculum, excessive classroom discipline, as well as a lack of student self-discipline.

Several studies time after time indicated that the test performance of students, and especially minority students, in Montessori programs was significantly higher than either the test norms or district means (Dawson, Marcella, 2007). Many studies have concluded that Hispanic and Black students who have been enrolled in a Montessori program for a year or more have impressive academic advantages. The students demonstrated mastery of subject material, measured by standardized tests, in all subtest areas. The research also shows Montessori students to have greater social and behavioral skills. They demonstrate a greater sense of fairness and justice, for example, and are more likely to choose positive responses for dealing with social dilemmas. Using this approach to teaching that focuses on personal development

rather than standardized tests will enable the school to provide different and uniqueness in the Academy's:

Teaching Method - the teacher, through extensive observation and record-keeping, plans individual projects to enable each child to learn what he needs in order to improve.

Teaching Ratio – smaller class sized with one trained Montessori teacher and, in pre-kindergarten, one non-teaching aide. Rather than lecturing to large or small groups of children, the teacher is trained to teach one child at a time, and to oversee thirty or more children working on a broad array of tasks.

Basic Lessons - the Montessori teacher spends a lot of time during teacher training practicing the many lessons with materials in all areas. She must pass a written and oral exam on these lessons in order to be certified. She is trained to recognize a child's readiness according to age, ability, and interest in a specific lesson, and is prepared to guide individual progress.

Areas of Study - all subjects are interwoven, not taught in isolation, with the teacher modeling a "Renaissance" person of broad interests for the children. A child can work on any material he understands at any time. All kinds of intelligences and styles of learning are nurtured: musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, intuitive, and the traditional linguistic and logical-mathematical (reading, writing, and math). This particular model is backed up by Harvard psychologist Howard Gardner's theory of multiple intelligences. Using the Montessori approach gives us the flexibility to successfully engage and teach children of varying intelligence, temperaments and backgrounds. This approach allows us to uphold the key and non-negotiable elements of the school model. Those elements are the four core values detailed on page one of the overview section, and are as follows: (1) Leadership to impact student learning; (2) Rich and diverse learning environments; (3) Partnerships with families; and (4) Educating the whole child. These core values and beliefs about learning in the 21st century will be used to shape the culture and determine the priorities of the school. They will serve as guiding principles behind decision-making related to the school's curriculum, instruction, assessment, policies, and procedures. These guiding principles will be the driving forces to create an effective school culture that promotes improved learning for all students, and establish a new form of accountability unlike any public school in the area.

Summary of the Montessori Approach For ALL Students

Principles The underlying premise of the Montessori method is that each child possesses an inner power that motivates them to seek out specific activities and interactions (Crain, 2004). The purpose of **t**he classroom is to create a "prepared environment" where the student is free to discover and advance his or her unique power while disciplined enough to stay focused on a specific series of tasks. With this progressive approach, learning becomes "a complex process of making sense of new information through reflection and interaction." The goal is for students to find activities that are so intrinsically meaningful that they will throw themselves into them.

Common Manipulators, or Manipulative Materials, used by Montessori include wooden letters and numbers, cylinders, blocks, beads, rods, puzzles, gymnastic equipment, metal objects, and household items. By using a sensory learning method, the child gains knowledge by playing the inquisitive role of the naïve scientist.

Classroom Environment Students are assigned their own personal workstations designed with educational items that correspond to the daily lesson plans and activities. Students are responsible for setting up the work area, choosing the learning activity, applying the physical materials, and returning the materials back to the shelves (Pickering, 2004).

The Teacher The primary role of a Montessori educator is to carefully observe while creating a cooperative and supportive setting that is well organized and aesthetically pleasing to the learners. The teacher performs the "overseer role" by directing the "spontaneous" actions of the students.

The Curriculum In Montessori schools, students spend the majority of their time participating in different sessions of uninterrupted activities that last approximately three hours. These projects consist of independent and group problem-solving tasks and other sensory activities related to math, science, language, history, geography, art, music and nature.

Assessment Methods In a Montessori classroom, a child's individual and group creations are organized into a portfolio and progress report for parents to evaluate during specific periods of the year. It is the responsibility of the teacher to individually assess each student through critical observation so that individual plans can be devised to help students overcome specific areas of deficiency.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Texas Essential Knowledge and Skills (TEKS) standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Give an overview of the planned curricula, addressing alignment with the TEKS. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
   a. Provide, as **Attachment E.1,** a sample course scope and sequence for one subject for each grade configuration (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with the TEKS.

   OR

   b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.
3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Curriculum and Instructional Design. As existing studies report, the learner-centered, socially-mediated setting that Montessori practices yield has positive learning outcomes for students who are not thriving in traditional school environments (Dohrmann, et al. 2007; Harris, 2007; Lillard, 2005; Rathunde & Csikszentmihalyi, 2005). Scholars from disciplines of education, psychology and sociology contend that African American students require a range

of instructional methods in order to be academically successful. The multiple approaches to teaching African American students are linked in many ways to the Montessori methods (Hall, 2012).

Montessori education offers parents and children the opportunities they indicated are lacking in the current school options. This approach will be customized to meet the needs of the anticipated population and aligned to meet the Texas Essential Knowledge and Skills (TEKS) standards. Specifically, the parents asked for a school that:

- **Focuses on excellence.** Montessori provides a high level curriculum that requires students to think, to develop an in-depth understanding, and to apply academic learning to important realistic problems. Teachers will ensure that all lessons are **aligned with** the state required **Texas Essential Knowledge and Skills** (TEKS) enabling students will to be prepared to excel on the state's STAAR test.
- **Recognizes each child as a unique individual.** Montessori education recognizes that children learn in different ways, and accommodates all learning styles.
- **Meets children where they are academically and addresses individual student needs**. Students are free to learn at their own pace, moving through the curriculum as they are ready, guided by the teacher and an individualized learning plan.
- **Promotes social equity,** providing interventions and support systems for students who lag behind in learning the curriculum. **Differentiated instruction** is an essential component for all students.
- **Allows students to take responsibility for their learning, together with a caring and nurturing teacher.** Beginning at an early age, Montessori students learn to set goals, plan for learning, and take responsibility for learning. They learn problem solving, critical thinking, and time-management.
- **Supports students in becoming active seekers of knowledge.** Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.
- Provides a classroom setting that promotes flexibility, creativity and inner-discipline. The curriculum is based on active, hands-on learning in a way that **fosters creativity and innovation.**
- **Allows students to enjoy freedom within limits.** Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be.
- **Teaches self-correction and self-assessment.** An integral part of the Montessori classroom approach is to teach students as they mature, to learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.
- **Encourages a close, caring community.** The multi-age classroom - typically spanning 2 - 3 years - re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.

- Allows children to **work as part of a large group, small groups, with a partner or individually** depending on the task. Students learn not only as individuals but collaboratively as part of a team.

Utilizing the Montessori approach, methods and STEAM curriculum, will provide a comprehensive student-centered curriculum aligned with the Texas Essential Knowledge and Skills (TEKS) in the following ways:

- Prior to the opening of the **school, teachers** and **staff** will work together to align the contents of Texas Essential Knowledge and Skills (TEKS) with Montessori curriculum, activities and methods.
- A scope and sequence aligned with the TEKS will be utilized by teachers to ensure that students are exposed to a comprehensive curriculum each year.
- Benchmarks will be established to ensure that every child is not only exposed to the curriculum, but also is provided with the preparation needed to perform at higher levels (levels II and III) on the state-required STAAR tests.
- Teachers will ensure that all Montessori lessons taught as part of the curriculum are aligned with the state required Texas Essential Knowledge and Skills (TEKS). In the event that gaps are identified in the Montessori curriculum, teachers will develop lessons to ensure that all TEKS are taught.
- The alignment will be revisited annually to:
  - Address any content changes in the TEKS;
  - Make changes and/or adjustments based on staff observations and experiences with students each year; and
  - Address the changing needs of students, using data and information about the specific students enrolled in the school.

The Montessori approach has been time tested, with over 100 years of success in diverse cultures throughout the world. Several studies time after time indicated that the **test performance of students, and especially minority students, in Montessori programs was significantly higher than either the test norms or district means** (Dawson, Marcella, 2007). Other research indicates that Montessori students performed well on standardized tests and demonstrated higher levels of learning than their peers when tested later in life (Schapiro, 1993). More recent empirical data suggests that some young Montessori children were able to master reading and writing before age 6 (Edwards 2002). Montessori classrooms have been proven to produce results that were found to be academically and socially superior to traditional programs (Bower, 2006). Montessori students were also better at "controlling their attention during novel tasks, solving social problems and playing cooperatively" (Bower, 2006). Upon the completion of kindergarten, Montessori students scored higher than their peers in public and private schools on standardized math and reading tests (Bower, 2006). Upon completion of elementary school the Montessori students were able to write essays with more imagination and depth than their peers in public and private school (Bower, 2006).

While the full curriculum, with scope and sequence, has not been developed, we have designed a plan to complete the school's curriculum and instructional design (see **Attachment E.1).** This attachment describes the curriculum development plan, individuals responsible and the

timeline for development and completion. It includes a process to review for ensuring alignment with the TEKS.

The primary instructional strategies to be used will provide a rigorous and relevant academic program and be suited for the anticipated population. Instead of focusing on just academic education, the Montessori method also focuses on respecting and encouraging each child's individual differences, providing a nurturing environment to teach social interaction and emotional skills. Instead of instructing with rote lectures, handouts, worksheets, and lesson plans, the Montessori teacher will offer guidance, while the child will be responsible for his or her own individual learning. Montessori works in a methodical way. Each step in the process leads to the next level of learning. The Montessori teachers are trained facilitators in the classroom, always ready to assist and direct. Their purpose will be to stimulate the child's enthusiasm for learning and to guide it, without interfering with the child's natural desire to teach himself and become independent. Each child is guided through his individual cycle of activities, and learns to truly understand according to his own unique needs and capabilities.

The Montessori approach is the ultimate form of differentiated instruction. Children will be guided and treated as individuals who will develop knowledge at their own pace by choosing the work that they will do during the school day. The Montessori approach will provide approximately six hours of instructional time per day, four days a week for each child (with Fridays used to provide project-based learning, enrichment and exploratory activities). Differentiated instruction will be an essential component for all students, with lessons planned to meet each student's learning needs. The Royal Ambassador Academy is committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of students. Teachers will provide instruction that is differentiated in content (with all exposed to rigor), process (teaching strategies), and product (varied assessments to demonstrate mastery and beyond) based on each student's readiness, interests, and learning profile. Teachers will also provide interventions and support systems for students who lag behind in learning the curriculum. Intervention will begin as soon as a need is identified through systems that can respond quickly and effectively. Teachers will be equipped to meet children where they are academically and address individual student needs by utilizing the following **strategies and differentiated instruction**:

Meeting Student Academic Needs	Strategies	Differentiated Instruction for Special Populations
Assessing each child at the beginning of the school year to determine the starting point of instruction	x	x
Developing student individualized work plans	x	x
Teaching across disciplines (all subjects are interwoven)	x	
STEAM Curriculum focusing on learning 21st Century skills		x
Curriculum aligned with the TEKS	x	

STEAM Curriculum for Special Populations: with this system, the student's skills are used for leading in some areas while other areas are strengthened through observing and assisting		x
Children will be guided and treated as individuals who will develop knowledge at their own pace	x	x
Teacher extensive observation and record keeping	x	x
Individual student projects according to student's ability, age and interest	x	x
Research and exploration	x	
Teaching one child at a time	x	x
Assessment is by portfolio, teacher observation and records	x	x
Accommodating all learning styles	x	x
Hands-on learning	x	
Working with partners, in small groups or individually	x	
Use of RTI and the Three Level Tiered Approach to Intervention.	x	x
Students guided by teacher to set their own goals	x	x
Multi-aged classroom settings	x	
Lessons are project-based	x	
Opportunities to explore interests	x	x
Service learning activities	x	
Mentoring opportunities	x	
Integrated technology throughout the curriculum	x	
Daily structured closing academic activities for each classroom	x	

The Academy will provide students with a curriculum focused on excellence, one that teaches to higher levels and challenges all students by:

- Practicing academic excellence, the Montessori curriculum provides a high level curriculum that requires students to think, to develop an in-depth understanding, and to apply academic learning to important realistic problems. Students attending The Royal Ambassador Academy will be **challenged to go beyond the minimum requirements for each grade level**. With constant teacher monitoring and guidance, students will be challenged to move to higher levels in their learning by going "deeper".
- Providing teachers with ongoing professional development. Teachers and staff working at the Academy will participate in professional development with a focus on gifted and talented teaching strategies, resulting in teaching all students as if they are gifted moving from knowledge-based learning to learning that focuses on analysis, evaluation, and creating new information.

As stated in the needs section, our community needs a different and innovative approach to educating students that are not succeeding in the traditional school setting. The Montessori method of education is a child-centered educational approach based on scientific observations of children from birth to adulthood. So, we selected it to serve as the core approach for teaching the STEAM curriculum. **Utilizing these teaching methods will enhance student learning and promote high expectations for all students**. Montessori educational practice helps children develop creativity, problem solving, critical thinking and time-management skills, skills desired by teachers and staff, parents, and students. Given the freedom and support to question, to probe deeply, and to make connections, students attending the Academy will become confident and enthusiastic learners. They will be prepared for the 21st century, where students and adults alike need to be able to think critically, solve real world problems, and work collaboratively with others.

SEML (Social, Emotional, Moral, Learning) Curriculum

The Social, Emotional, Moral Learning (SEML) curriculum, a central component of The Royal Ambassador Academy, will be based upon the ACE committee's vision and mission. This component will include a combination of models, tailored and enhanced to meet the needs of the school community in an innovative and different way. Specifically, sections of the following four programs will be incorporated into the curriculum:

1. **Josephson Institute Character Counts: The Six Pillars of Character.** The Six Pillars program is based on six ethical values. These values include trustworthiness, respect, responsibility, fairness, caring and citizenship. The Royal Ambassador Academy will follow this model to address the needs of the target population. The Six Pillars program has been collecting research for years on the effectiveness of their model. The program and its model has been proven to increase academic achievement and improve behavior and attitude (2013, Josephson Institute). To review their research, go to http://charactercounts.org/research/summary.html.

Using this model the Academy will add three other character traits and focus on one character trait per month for the nine months of school using their research-based strategies such as:

- *School Strategies*: word/trait of the month/week; morning announcements; posters, campaigns, contests, awards and prizes, student designed T-shirts, and cafeteria "table tents" and signs
- *Classroom Activities*: character-building lessons integrated into regular coursework, special pre-semester, personal assignments, and personal mission statements
- *Parent and Community Strategies*: parent mini workshops on nurturing the characteristic at home; parent and child community service projects
- *Individual or group projects*: cartoon drawing, original quotations, picture books and song writing and performing
- *Improving school climate*: emphasizing modeling by adults and student leaders; written rules and expectations for students, faculty, administrators and parents to follow, and monitoring and enforcement.

2. **The Search Institutes 40 Developmental Assets®:** In 1990, Search Institute released a framework of 40 Developmental Assets, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. The Assets are research-based, positive qualities that influence young people's development, helping them become caring, responsible, and productive adults. The Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world. The framework has been adapted to be developmentally relevant from early childhood through adolescence. For more information on the program's research go to http://www.search-institute.org/research/developmental-assets. Based on the premises included in the Search Institutes 40 Developmental Assets®, the Academy will use the developmental assets' framework to encourage the target population to make successful choices by including a focus on both internal and external assets. The external assets include: Support, Empowerment, Boundaries & Expectations, and Constructive Use of Time. Internal assets include: Commitment to Learning, Positive Values, Social Competencies, and Positive Identity.
3. **The Olweus Bullying Prevention Program®:** Backed by thirty-five years of research and successful, worldwide implementation, the *Olweus Bullying Prevention Program®* is a long-term, school-wide program which includes components at four levels:
    a. School-level components
    b. Classroom-level components
    c. Individual-level components
    d. Community-level components

    This is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting. For more research information on the effectiveness of the program go to http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page.

    The program includes age level appropriate lessons and activities for elementary and middle school students. The Royal Ambassador Academy curriculum for SEML will include components of the Olweus Bullying Prevention Program®. Specific lessons and activities will be tailored to meets the needs of students enrolled in the school.
4. **Healthy Children Healthy Futures ®:** Originally developed by Strang Cancer Prevention Center in 2001 with support from MetLife Foundation, the program promotes healthy eating and increased physical activity. The program includes components for children, parents, grandparents, and after-school programs, including physical activity and cooking activities. All aspects of the program are based on eight Healthy Habits for Kids ®. The impetus for choosing to integrate the premise of this program into the schools SEML curriculum came from volumes of information on childhood obesity and our dedication to teach the whole the child.

    Based on the premises included in the Healthy Children Healthy Futures® Program, The Royal Ambassador Academy curriculum for SEML will include a focus on the 8 Healthy Habits for Kids:

1. Spend at least 1 hour a day being physically active.
2. Limit use of TV and video games to no more than 1 hour a day.
3. Eat smaller amounts. Bigger is not always better!
4. Drink water instead of soda.
5. Eat a total of 5 or more servings of fruits and vegetables a day.
6. Eat less fast food (no more than once a week).
7. Snack on healthy foods and eat less junk food and sweets.
8. Switch to low-fat (1% or less) dairy products.

The Purpose of the SEML Curriculum As indicated in the needs assessment, parents in the greater Beaumont community surveyed indicated that they have longed for a focus on moral values in the schools for their children; in other words, a strong SEML and character education program absent in surrounding schools. Schools can no longer afford to focus solely on academics; they must also help students learn essential social and emotional skills (Comer, 1997). In addressing the needs of parents, the charter school's goal is to successfully blend a child-centered, socially intelligent, morally conscious approach to education with exemplary curriculum and high standards for its students. Additionally, the school is committed to providing an environment that emphasizes learning as an interactive process focusing on individual needs of students. Research has shown that teaching social and emotional skills can have a long-term positive effect on academic achievement (Cummings and Haggerty, 1997).

The Royal Ambassador Academy, providing a new and different educational approach, will supplement the efforts of parents by focusing on **character building and moral guidance.** By teaching moral and character values to children from an early age, we will equip the students to achieve greater success in all areas of life. The school's academic curriculum will be infused with a social, emotional and moral learning (SEML) component. SEML curriculum will be, "All Day, Every Moment a Teachable Moment." In other words, the program is not a *part* of the day; rather, it takes place *all day, every day*. The SEML program will be instilled in each student, teaching them to develop greater social, moral and emotional competence that in turn is expected to ensure positive short- and long-term academic and personal outcomes.

Parental Education and Involvement Curriculum

As indicated in the needs assessment, parents have expressed their desire for increased communication between the school and home. The Academy will not only encourage active involvement and participation from all parents. The Royal Ambassador Academy will be a place in which parents are welcome and are a part of the school's overall success. Activities will be scheduled and held regularly, not "hit or miss". The evidence is consistent, positive, and convincing: many forms of family and community involvement influence student achievement at all ages (Henderson & Mapp, 2010).

A School-Parent Compact will be used to ensure a clear understanding of both expectations as well as responsibilities for all involved. Components will include a statement of common understanding.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning;
(B) That parents are encouraged to be actively involved in their children's education at school; and
(C) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

The school parental involvement compact will be distributed to parents of participating children at the beginning of each school year (or upon enrollment) and made available to the local community. We will jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement plan. In addition, we will use the findings of the parental involvement plan evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement plan/compact at least annually.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must address the TEKS.

1. Clearly state how the TEKS will be incorporated into classroom instruction and assessment.
2. If you plan to adopt or develop additional academic standards beyond the TEKS, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the TEKS.
3. Explain the policies and criteria for promoting students from one grade to the next. If mid-year opportunities for grade advancement will be available, explain and provide the rationale for this option. Discuss how and when promotion and graduation requirements will be communicated to parents and students.
4. Provide, in **Attachment E.2** the school's promotion requirements for students to the next grade and/or graduation requirements, as applicable. The promotion/graduation requirements should clearly set forth what students in the last grade served will know and be able to do, if in addition to TEKS.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Performance Standards. TEKS will be incorporated into classroom instruction and assessment. Prior to the opening of the school, teachers and staff will work together to align the contents of Texas Essential Knowledge and Skills (TEKS) with Montessori curriculum, activities and methods.

- ☐ A scope and sequence aligned with the TEKS will be utilized by teachers to ensure that students are exposed to a comprehensive curriculum each year.
- ☐ Benchmarks will be established to ensure that every child is not only exposed to the curriculum, but also is provided with the preparation needed to perform at higher levels (levels II and III) on the state-required STAAR tests.
- ☐ Teachers will ensure that all Montessori lessons taught as part of the curriculum are aligned with the state required Texas Essential Knowledge and Skills (TEKS). In the

event that gaps are identified in the Montessori curriculum, teachers will develop lessons to ensure that all TEKS are taught.

- ☐ The alignment will be revisited annually to:
  - Address any content changes in the TEKS;
  - Make changes and/or adjustments based on staff observations and experiences with students each year; and
  - Address the changing needs of students, using data and information about the specific students enrolled in the school.

Additional academic standards beyond the TEKS, consist of a student's individual and group creations being organized into a portfolio and progress report for parents to evaluate during specific periods of the year. It is the responsibility of the teacher to individually assess each student through critical observation so that individual plans can be devised to help students overcome specific areas of deficiency using the Montessori approach to assessment.

With our STEAM focus, The Royal Ambassador Academy will provide a rich, sequenced, scaffolded mathematics and science curriculum that is **aligned with Texas Administrative Code (TAC), Title 19, Part II Chapter 112 and the Texas Essential Knowledge and Skills (TEKS).** In keeping with the National Academy of Sciences definition of sciences, "the use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process" (as quoted in the code), our science curriculum will include:

- classroom and outdoor investigations using scientific processes such as inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, and
- the teaching of grade-level appropriate major concepts and vocabulary as indicated in the TEKS for each grade level.

In accordance with law, our teachers will facilitate classroom and outdoor investigations for at least 80% of instructional time for students in kindergarten and grade one, at least 60% of the time for students in grades two and three, at least 50% for students in grades four and five, and at least 40% for students in grades six through eight.

Montessori methods and materials provide a developmentally appropriate way for students to learn and master not only the TEKS, but additional critical thinking skills as well. For example, Montessori materials and activities and their alignment with first grade mathematics and science TEKS are provided below:

Mathematics

Montessori Material: The Subtraction Strip Board →

The Subtraction Strip Board helps a child understand basic subtraction, and prepares a child for more abstract math.

TEKS Alignment:

§111.3. Grade 1

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;

(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;

(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and

(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.

Science & the Arts

Montessori Material: The Botany Cabinet >

The Botany Cabinet introduces the child to natural shapes that can be found in their environment. The child learns the names of each leaf shape, and then learns to identify and match leaves from different plants and trees.

TEKS Alignment:

§112.12. Science, Grade 1

(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:

(B) make predictions based on observable patterns; and

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(B) identify and compare the parts of plants;

§117.5. Art, Grade 1

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify similarities, differences, and variations among subjects, using the senses; and

(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

By integrating subjects utilizing a STEAM approach, The Royal Ambassador Academy will be going above and beyond the TEKS by providing students with the opportunity to learn concepts in a way that integrates mathematics, science, the arts, and technology in the same way we find these subjects integrated in the real world. "Raisin Math" (below) is an example of this integrated approach, aligned with the TEKS, at the first grade level.

Raisin Math

Activity One

- Take a box of raisins. First, **estimate** the number of raisins in your box. Then, **count** up your raisins and write the number down. How many **sets of ten** do you have? How close was your estimate? How do you think you could better **predict** next time? Next, **graph** your answer onto a **line plot**.

Activity Two

- Now that we have all plotted our raisins, find the **mean, median, mode, and range**! Now, based on your data, **predict** how many raisins are more likely to be in a mini box?! Then, **observe** your raisins! What **characteristics** do you notice? **Describe** them as if you've never seen a raisin before. Do some boxes have plumper raisins? Why do some boxes have less?

Activity Three (Partner Activity)

- With your partner, look at the two boxes of raisins. First, **what do you notice**? Now, **estimat**e the number of raisins in each of your boxes. Then, **count** up the raisins in your box and write down the number. How did the two brands **compare**? **Graph** the answers on a **line plot** (use 2 different colored stickers or post-its to keep track of each brand). **Observe** the two different brands? What are the **characteristics** of each? **Similarities?** **Differences?** **Which** brand would you buy? Why?

Activity Four (Alone or With a Partner)

- Using technology, explore and use technology to complete a report about your findings: How many kinds of raisins are there? How many brands of raisins can you find? Name three things that contain raisins. Include at least one picture of an item with raisins. Do you like raisins? Why or why not?

Raisin Math Texas Essential Knowledge and Skills Alignment

§111.13. Mathematics, Grade 1.

(b) Knowledge and skills.

(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:

(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;

(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;

(D) read and write numbers to 99 to describe sets of concrete objects.

(1.9) Probability and statistics. The student displays data in an organized form. The student is expected to:

(A) collect and sort data; and

(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.

(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:

(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs;

(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) identify mathematics in everyday situations;
(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
(D) use tools such as real objects, manipulatives, and technology to solve problems.
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:
(A) explain and record observations using objects, words, pictures, numbers, and technology; and
(B) relate informal language to mathematical language and symbols.
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
§112.12. Science, Grade 1, Beginning with School Year 2010-2011.
(b) Knowledge and skills.
(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
(A) ask questions about organisms, objects, and events observed in the natural world;
(B) plan and conduct simple descriptive investigations such as ways objects move;
(C) collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools;
(D) record and organize data using pictures, numbers, and words; and
(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.
(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
(B) make predictions based on observable patterns; and
(C) describe what scientists do
(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:
(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums; and
(B) measure and compare organisms and objects using non-standard units.
(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
(A) classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture;
§117.5. Art, Grade 1.

(b) Knowledge and skills.
(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:
(A) identify similarities, differences, and variations among subjects, using the senses; and
(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

§126.6. Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.

(b) Knowledge and skills.
(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:
(A) use search strategies to access information to guide inquiry;
(B) use research skills to build a knowledge base regarding a topic, task, or assignment; and
(C) evaluate the usefulness of acquired digital content.

Promotion Standards

We are invested in the academic success of every student who attends the Academy. In order for students to move to the next grade level, they must show that they have reached established "Promotion Standards" (Attachment E.2), including standards required by the State of Texas for all public school children. These standards include classroom grades and the appropriate state and/or local test. **Attachment E.2** provides detailed information for the school's promotion requirements for students to the next grade. The promotion requirements are clear and detail what students in the last grade served will know and be able to do, in addition to TEKS. An overview of those details follows.

In addition to local and state promotion requirements, we will adhere to the Texas Legislature mandates. The legislature created the Student Success Initiative (SSI) to ensure that students receive the instruction and support they need to be academically successful in reading and mathematics. Under SSI, students in 5th and 8th grade must pass the STAAR reading and math tests to be promoted.

Mid-year promotion will not be allowed. All students will be participating in a self-paced, individualized Montessori learning environment. Students will continue to be challenged throughout the academic year with the guidance of a skilled teacher.

A key component of the Academy will be strong two-way communication with parents. We believe that parents are key partners in ensuring academic achievement and that it is always wise to provide feedback to parents in a timely manner. Because the school wants students to be successful and make academic progress, it is important that parents and students are informed about progress throughout the year and that they know what is needed to be promoted. Attachment E.2 provides specific procedures and policies regarding parent notification.

Grade Level	**Promotion Standards:**
Pre-kindergarten	• Students in prekindergarten shall not be retained.

Kindergarten	• Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language. • Students in kindergarten must have a passing yearly average in reading/language arts and mathematics. • Students must have sufficient attendance*
1 and 2	• Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language. • Students in first and second grade must have a passing yearly average in reading/language arts, mathematics, and science or social studies. • Students must have sufficient attendance*
3, 4 and 5	• Students in grades 3-5 are expected to pass STAAR (State of Texas Assessment of Academic Readiness) in reading. Students in grades 4 and 5 must also pass math. • Students in third, fourth, and fifth grade must have a passing overall yearly average (state requirement) and a yearly average in reading/language arts, mathematics, and science or social studies. • Students must have sufficient attendance*
6, 7 and 8	• Students are expected to pass STAAR in reading and math. • Students in sixth, seventh, and eighth grade must have a passing overall yearly average (state requirement) and a yearly average in reading/language arts, mathematics, and science or social studies. • Students must have sufficient attendance*

***Sufficient attendance**: A student's total number of unexcused absences cannot exceed 10% of class meetings.

English Language Learners

For English Language Learners, the Grade Placement Committee (GPC) in consultation with the Language Proficiency Assessment Committee (LPAC) will determine promotion standards.

Students with Disabilities

For students with disabilities, the campus ARD/IEP committee will determine the promotion status based on mastery of IEP goals and objectives and /or course requirements.

Placement

Students will be *placed* in the next grade level if they have already been retained one year and do not meet promotion criteria. This action will only take place through the Promotion Committee Process. Students placed in a grade level will be assigned to a remedial program.

Retention

Research shows that students who are at least two years older than their classmates - generally because they were retained - are more likely to drop out. Therefore, students attending the Academy will not be retained more than once in grades K-4 and more than one time in grades 5 - 8. In exceptional cases, with approval of a committee consisting of at least the student's

teacher(s) and two administrators (one of whom shall be assigned above the campus level), and the permission of the parent, a second retention within either grades K - 4 or grades 5 - 8 may be allowed.

Tutorial Programs

Tutorials will be provided on campus as determined by the principal and/or site- based decision-making team.

Communication with Parents

The Academy wants students to be successful and make academic progress, therefore, it is important that parents and students are informed about student progress throughout the year and that they know the requirements for promotion.

Progress Reports

Pre-kindergarten

- At the end of four-and-a-half weeks of the 9 weeks grading periods, the school shall provide notice of progress to the parent or guardian of a student whose progress in any subject is below average or deemed borderline.

Kindergarten

- At the end of four-and-a-half weeks of the 9 weeks grading periods, the school shall provide notice of progress to the parent or guardian of a student whose progress in any subject is below average or deemed borderline.

Grades 1 - 5

- At the end of four-and-a-half weeks of the 9 weeks grading periods, the school shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline.

Report Cards

Pre-kindergarten

- Report cards will be sent home at the end of each 9 weeks grading period.

Kindergarten

- Report cards will be sent home at the end of each 9 weeks grading period.

Grades 1 - 5

- Report cards will be sent home at the end of each 9 weeks grading period.
- For grade 1, numerical grades shall be established for the subjects of language arts (written composition, grammar and spelling), reading and math.
- For grades 2-5, numerical grades shall be established for the subjects of language arts, reading, mathematics, science, and social studies.

Grades 6 - 8

- Report cards will be sent home at the end of each 9 weeks grading period.
- For grades 6-8, numerical grades shall be established for all subjects, including English/language arts, mathematics, science, and social studies.

Potential Student Failure

- Parents will be notified if students are receiving a failing grade on the progress report or report card. Leaving a message on an answering machine/voicemail is not considered contact with the parent/guardian.

- Teachers will submit a contact log to their principal at the end of the grading period with the failing students' names and grades attached.
- A parent/guardian must be contacted anytime a student's grade drops from passing to failing during a grade reporting period.
- A conference will be scheduled with a parent/guardian of students who fail during the grading period.

Potential Retention and Required Conferences

- After the end of the 3rd 9 weeks reporting period, each teacher will submit to the principal a list of students who are "at-risk" of retention if performance does not improve.
- The principal/teacher will notify the parents in writing of each identified student, informing them their child is at-risk of not meeting the promotion criteria for his/her grade level and that failure to improve may result in retention. This can be done at a parent-teacher conference.
- Documented parent/teacher contact is continued throughout the spring semester discussing possible retention.
- The principal will ensure that a final parent/teacher conference is held, or documents that reasonable efforts have been made to hold one.

Retention and Placement Committee

- The school will establish a committee to review placement of all students who do not meet promotion requirements. The committee may be comprised of the teacher(s), an administrator and parent(s). The committee should convene only for those students who fail to meet the promotion criteria and are recommended for retention.
- Students who have failed reading or mathematics and/or a STAAR exam(s) must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.
- Students who fail reading or mathematics and/or a STAAR exam(s), and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous decision made by the Retention and Placement Committee.
- The Retention and Placement Committee may decide in favor of promotion only if the Retention and Placement Committee concludes, upon review of all facts and circumstances and in accordance with The Royal Ambassador policies, that the student is likely to perform on grade level given additional accelerated instruction during the next school year.
- A student may be promoted only if the Retention and Placement Committee's decision is unanimous.
- The review and final decision of the Retention and Placement Committee must be documented.

Remedial Programs

- **Tutorial Classes:** Any student who is not meeting minimum grade level requirements in language arts, mathematics, science or social studies may participate in tutorial classes.

- **STAAR:** Students who are not mastering the STAAR Reporting Categories in reading, writing and/or mathematics may participate in the STAAR Remediation Program.
- **Extended Year/Extended Day:** Students who are performing below grade level in an academic area will be considered for placement in the extended year program.
- **Accelerated Program for children in kindergarten through grade 2:** Kindergarten through grade two students identified as at-risk through TPRI results and other criteria will attend a summer program to accelerate reading skills.
- **Accelerated Instruction during Extended Year:** Students may attend accelerated instruction during extended year school for reading, math, science, or social studies.

Student Performance Assessment

1. Describe the process to be used to determine baseline achievement levels of students and methods of measurement to be used.
2. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and the TEKS.
3. Explain the plan to measure and evaluate academic progress – of individual students, student cohorts, and the school or campuses as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain the plan to collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Performance Assessment. Montessori Approach to Assessment and Reporting. The Montessori approach to assessment and reporting derives from the nature of Montessori philosophy and pedagogy. It is based on the belief that each child is a competent learner. It facilitates targeted and personalized learning and development experiences for each child, with the timing of individualized lessons determined by the detailed teacher observations of each child. Unlike traditional methods of instruction, the progressive approach focuses on cooperation rather than competition and personal growth rather than peer evaluation. Students are assessed based on a descriptive summary of the child's daily interactions and performance on independent and collaborative tasks. A child's individual and group creations are organized into a portfolio and progress report for parents to evaluate during specific periods of the year. It is the responsibility of the teacher to individually assess each student through critical observation so that individual plans can be devised to help students overcome specific areas of deficiency. Each teacher will be required to conduct ongoing assessments of all students to include:

Assessment	Type	When	Use of Data

DRA Reading	Diagnostic, Formative, Summative	• Beginning of the Year • Middle of the Year • End of the Year	To assess each child's reading capabilities in a one-on-one setting
Mastery Checks/ Project Completion (individual assessments/evidence of learning)	Formative, Summative	• As needed as students progress through the curriculum	To ensure mastery of objectives before advancing to new concepts/lessons
STAAR Benchmarks	Diagnostic, Formative	• Beginning of the Year • Middle of the Year	To assess students' ability to demonstrate mastery of the TEKS through the STAAR Tests
STAAR Tests	Summative	• End of the Year	To measure mastery of the TEKS
Mastery Checklists (cumulative assessment of student progress)	Formative, Summative	• As needed as students progress through the curriculum	To ensure mastery of objectives before advancing to new concepts/lessons
Portfolio	Formative, Summative	• Middle of the Year • End of the Year	To provide evidence/samples of student work throughout the school year

The Royal Ambassador Academy is committed to educating the whole child. As a part of this approach, we will determine success utilizing a continuous improvement process and a wide variety of measures and data so that we may effectively **evaluate the overall success of each student**, student cohorts, and the school as a whole. With the Montessori approach, students will progress through the curriculum at differentiated rates, but our goal is that no child will slip through the cracks or fall behind. The following measurable indicators will be used as part of our evaluation process:

Measuring Academic Success While the state required testing program will provide critical information regarding student progress through STAAR for third grade and beyond, other measures will be used to monitor other aspects of student academic growth and achievement throughout the school year. The monitoring and evaluation of student academic success will be an on-going process. As indicated in our curriculum development plan (E.1), these data will be used to monitor, refine, modify, and adjust instruction as needed to ensure student growth and academic success. Adjustments and/or interventions will be made as needed to keep students achieving at the highest levels possible. Measures to be used will include:

- **Teacher Observations**. Teachers will observe and analyze students as they work and learn in the Montessori environment. These observations will be used to determine next steps or interventions for students. For example, next steps may include re-teaching of a lesson or concept.

- **Evaluation of Student Work**. Teachers will work with students to evaluate student work. Student portfolios will be developed and compiled by teachers and students. Portfolios will be reviewed weekly and at the end of each nine weeks as part of the grading and progress monitoring process.
- **Weekly Work Plans**. As part of the Montessori approach, each child will have an individualized, weekly work plan that will be completed by them and their teachers throughout the week. These will be reviewed weekly to determine progress and to make adjustments in instruction for the following week.
- **Literacy Development**. Literacy development will be monitored, including measures of vocabulary, fluency, and comprehension. Our goal is that 85% of all students will read on or above grade level, including measures of vocabulary, fluency, and comprehension.
- **Benchmark Data**. Bench mark data will be used throughout the year to gauge student growth and to make mid-course changes as needed to meet student needs. Interventions and additional support will be utilized as soon as they are deemed necessary and to prevent students from falling behind.
- **Student Test Data**. Student test data (STAAR) for grades three and beyond will be reviewed annually. The data will be used to gauge individual student achievement, cohort progress, and success of the overall school's academic success.
- **Promotion, Placement and Retention Data**. Utilizing the promotion, placement, and retention process and policies (Attachment E.2), decisions will be made regarding the most appropriate placement for each student annually.

Student Attendance. We cannot teach a child who is not at school. As a part of the Royal Ambassador Academy experience, children will be encouraged to come to school every day possible. We will encourage exemplary attendance through a variety of incentives. Our goal is to have an average daily attendance for students of 95% or higher. Student attendance will be collected through the Student Information System (PEIMS) and reviewed on a monthly basis.

Teacher Attendance. There is no substitute for an effective, caring teacher. Our teachers and staff will be encouraged to come to work/school every day possible. We will encourage exemplary attendance through a variety of incentives. Our goal is to have an average daily attendance for staff of 95% or higher. Staff attendance will be collected through Payroll/PEIMS and reviewed on a monthly basis.

Staff Retention. Just as we want our staff to have exemplary attendance, we also want those that have invested in The Academy to return each year. Our goal is to retain 90% of the teachers invited to return. Annual Staff Retention data will be collected through Payroll/PEIMS.

Student Retention/Family Satisfaction. Just as we have invested in our teachers and staff, we have also invested in our students and their families. Our goal is to retain 85% of our students/families during each year of operation. Student retention data will be collected through the use of enrollment data at the beginning of each school year.

Parent Participation. Research is clear that students perform better when their parents/guardians are involved as part of the educational process. Our goal is for all of our parents, but at the least, 80% of all parents will participate and engage in events throughout

the year. Parent participation data will be collected through phone call logs, parent conference records, sign-in sheets at parent/family events, etc.

Communication with Parents. At The Royal Ambassador Academy, we believe that parents are our partners in educating each child. Regular and clear communication with families will be a critical component of addressing student progress and success. Families will be invited to conferences with teachers at least twice a year, once in the fall and once in the spring. Progress reports and report cards will be provided in accordance with the school's policies and procedures (attachment E.2). Family events will also be scheduled throughout the year and will include both academic and social opportunities. Parents may schedule conferences with their child's teacher at any point to address progress, questions, or concerns.

Pre K Transition (Prekindergarten Only)

1. Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition plan from kindergarten.
2. Explain how students will be monitored and progress assessed.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Pre K Transition. The Academy is committed to ensuring that our educational program effectively prepares students to enter kindergarten on or above grade level by utilizing the following strategies:

- **Smaller, Multi-age Classrooms**: Children in pre-kindergarten and kindergarten will participate together in a multi-aged classroom setting, which will better prepare the younger children for the transition to kindergarten.
- **Differentiated Curriculum that Meets Children Where They Are**: The Montessori approach is the ultimate form of differentiated instruction. Through the use of the Montessori curriculum and methods, students will work at their own pace, with a guiding teacher, choosing the work that they will do during the school day. Children will be guided and treated as individuals who will develop knowledge at their own pace, with the teacher assessing mastery.
- **Hands-on, Montessori Curriculum**: Pre-kindergarten students are usually aged three through five years old. Research (cite) has shown that they learn best through a hands on curriculum. The Montessori curriculum is the hands-on curriculum. This curriculum requires students to use manipulative materials and students are not required to sit at a desk to work. In some cases, students' work on the floor with the materials placed on a rug. The materials are strategically designed to teach a particular concept, which starts from the most concrete and goes to the most abstract.
- **Participation in a Close, Caring Community:** The multi-age classroom - typically spanning 2 - 3 years - re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead.
- **Allow Children to Work as part of a large group, small groups, with a partner or individually depending on the task:** Pre-kindergarten and kindergarten children will

be exposed together to individual, partner, and small group learning opportunities, making the transition from pre-kindergarten to kindergarten smooth and seamless.

- **Explicit Teaching of SEML and Social Skills:** With the school's SEML focus, all children will be taught the social skills needed to make a smooth transition from pre-kindergarten to kindergarten and beyond.

Progress monitoring is a way of discovering what children are interested in, what they are learning and having difficulty learning, and how they are changing over time. Armed with this knowledge, our teachers will choose an approach and curricular materials that will support the child's further learning and development and will determine their readiness for kindergarten. Pre-kindergarten teachers at the Royal Ambassador Academy will utilize a three-pronged approach to measure progress and to ensure that children have been prepared for success in kindergarten. Assessment approaches will include:

- **Screening Measures:** Brief assessment of skills that are important early indicators of later school competence. These provide information on entry level skills at the beginning of the prekindergarten year.
- **Progress Monitoring Measures:** Brief measures that are conducted on a routine basis to provide information on what children are learning and rates of improvement across the prekindergarten year.
- **Diagnostic Assessments:** This approach is used to obtain a more in-depth analysis of a child's strengths and weaknesses in order to determine what learning supports are needed.

Ultimately, each pre-kindergarten student will be evaluated on the 10 domains included in the Texas Pre-kindergarten Guidelines, utilizing the End of Prekindergarten Year Outcomes provided by TEA.

High School Graduation Requirements (High School Only)

High schools will be expected to meet the Foundation High School Program as outlined in TEC §28.025.

1. Describe how the school will meet Texas graduation standards. Explain how students will earn credit hours, how grade-point averages will be calculated, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are applying for an elementary and middle school. This section does not apply.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and explain how they will be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

NOTE: Open-Enrollment Charter Schools may not charge "blanket" activity fees. See TEC §12.108 for additional information governing tuition and fee restrictions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Supplemental Programming. The Montessori approach will provide approximately six hours of instructional time per day, four days a week for each child. Fridays will be utilized to provide all students attending The Royal Ambassador Academy with additional enrichment and project-based learning, enrichment and exploratory activities. "Fierce, Ferocious, Fabulous Fridays" will focus on developing and **teaching the whole child**, academic, physical and socio-emotional (SEML). Opportunities will include the following:

1. **Reality-based, authentic thematic/theme-based units of study** allowing students to learn new skills and concepts contextually. Sample units include: Power & Energy; Elements & Processes; Life & Movement; Transportation; Inventions; Communication; and Music. Each unit of study will be aligned with the appropriate content TEKS by teachers prior to the start of the school year. Because the units are integrated, multiple content areas will be included.
2. **21st century skills and learning opportunities**. The Royal Ambassador Academy will provide all students with an education designed to prepare them to work, live, and thrive in the 21st century. Areas of Academic Preparation infused into the curriculum will include: Digital-age literacy; Inventive Thinking; Effective Communication; and High Productivity. Age-level, grade-level appropriate activities designed by teachers and staff will be provided for all students, woven throughout the curriculum.
3. **Project-based and Service Learning Activities.** As part of The Royal Ambassador Academy experience, all students will participate in practical, real-world project-based and service learning activities. The projects will be developed by both teachers and students, with a focus on practical application of skills. Project-based and service learning will bring the community and the world into the classroom and students will also reach out beyond the traditional four walls, learning beyond the classroom. This will serve a three-fold purpose: (a) Allow for real-world practice and application of new concepts and skills; (b) Understand that skills and events rarely occur in isolation; rather they are more often integrated in real-world, complex situations across content areas; and (c) In keeping with our socio-emotional, moral learning (SEML) focus, provide

opportunities for students to give back to the community by addressing identified needs and/or addressing issues or concerns.

4. **Academic Enrichment**. Students attending The Royal Ambassador Academy will have the opportunity to participate in a variety of academic enrichment experiences including: (a) Field trips, library, museums, historical centers/exhibits, plays/theater, fine arts performances, art exhibits, space center, planetarium; (b) Financial Literacy/Investing/Money Management; (c) Youth Leadership Development; (d) Use of Technology for presentations, research, investigation, exploration (powerpoint, prezi, etc.); and (e) Students in grades 3 – 8 will also be provided with testing taking strategies and tips, with teachers reviewing concepts from the TEKS and talking about test question formats.
5. **STEAM-Related Exploration**. Students attending The Royal Ambassador Academy will have the opportunity to participate in a variety of experiences extending the STEAM approach: Use of Technology: presentations, research, art; Robotics/Lego Design; and Animation.
6. **Academic Exploration.** Students attending The Royal Ambassador Academy will have the opportunity to participate in a variety of academic exploration experiences. Depending on student interests and preferences, students will participate in activities related to academic interests.
    a. Academic Decathalon
    b. Science Olympiads/"Club Scientific" Hands-on Science projects
    c. "Edison" Inventors Club
    d. Destination Imagination (creative problem solving)
    e. SUMS Math Club (mathematics problem solving challenge)
    f. "Battle of the Books" Reading Project/"Dig Into Books" Reading Project
    g. Academic Board Games such as Scrabble
    h. Writing/Creative Writing
7. **Opportunities to Explore Interests.** All students attending The Royal Ambassador Academy will be provided with the opportunity to explore a variety of interests.
    a. Arts Exploration: Dance**;** Drama/theater arts**;** Music (choral and instrumental); Visual Arts**;** Site visits to see performances (orchestras, plays) in and around the community
    b. General Interest Exploration: Chess Wizards/Chess Club/First Move (modeled after the America's Foundation for Chess First Move program for elementary students); Sports/Athletics/Karate; Fitness/Running/Walking/Zumba**;** Crafts and art projects**;** Spanish Club (Learn Basic Spanish)**;** Gardening**;** Cooking Club**;** Speedstacking Club**;** Morning News (assist with morning news, celebrations, and announcements)**;** Entrepreneur/business planning, junior achievement type activities**;** Student Council/Student Government
8. **"Power Hour" and Mentoring**. Mentoring opportunities will be provided for all students attending The Royal Ambassador Academy. Boys and girls will have the opportunity to learn in single gender groups for a variety of learning activities and opportunities such as Mentoring; Etiquette; career preparation skills (handshake; conversation skills, etc.); Problem solving; decision making; dealing with Peer pressure;

Bullying; Team building/group activities; Character Education and other SEML activities; meet with individual mentors for one-on-one and/or small group support; Tutoring and/or enrichment will be provided for students based on their needs and interests.

9. **Use Community Resources.** The Royal Ambassador Academy will reside in a community rich with human resources. Doctors, lawyers, bankers and financial experts, dentists, small business owners, veterinarians, entrepreneurs, teachers, professors, nurses, medical technicians, and other professionals live within the community. They are an untapped resource eager to support the students attending the Academy in a meaningful way.
    a. Career Exploration: Community guests, speakers share career experiences; Site visits to various places in the community.
    b. Cultural Enrichment: Learn about and explore various culture represented in the community and beyond.
    c. Oral History: Learn about the community and its history through community leaders and residents.

For students attending The Royal Ambassador Academy, Summer School will be an extension of the regular program, using the Montessori approach, with special emphasis upon reading, mathematics, STEAM, and SEML activities. Recreational opportunities will also be provided. Our Summer School program will parallel the time frame for surrounding districts, especially Beaumont ISD, starting one week following the regular school year. The week in between would allow teachers and staff the opportunity to close the "formal" school year and plan for the summer programs. The length of the program would be approximately 4 to 6 weeks, with the actual length of the program contingent upon available funding, including Title 1 and Compensatory funds.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
    a. Methods for identifying students with special education needs (and avoiding misidentification);
    b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
    c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
    d. Plans for promoting graduation for students with special education needs (high schools only); and

e. Plans to have qualified staffing adequate for the anticipated special needs population.

3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
   a. Methods for identifying these students (and avoiding misidentification);
   b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
   c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
   d. Means for providing qualified staffing for these students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
   a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
   b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
   c. Means for providing qualified staffing for intellectually gifted students.

NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.
NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating English Language Learners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Special Populations and At-Risk Students. As stated earlier, The Montessori approach is the ultimate form of differentiated instruction. Children will be guided and treated as individuals who will develop knowledge at their own pace by choosing the work that they will do during the school day. Differentiated instruction will be an essential component for all students, with lessons planned to meet each student's learning needs. The Royal Ambassador Academy is committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of students. Teachers will provide instruction that is differentiated in content (with all exposed to rigor), process (teaching strategies), and product (varied assessments to demonstrate mastery and beyond) based on each student's readiness, interests, and learning profile. Teachers will also provide interventions and support systems for students who lag behind in learning the curriculum. Intervention will begin as soon as a need is identified through systems that can respond quickly and effectively.

Special Education Program The school will ensure compliance with all federal laws (including IDEA) and regulations, Texas laws, State Board of Education (SBOE) rules, and Commissioner's rules regarding students with special needs who will be served as part of their educational experience. We will hire teachers with special education certification and/or endorsements to meet the needs of special needs students. Services will be provided based on students' Individualized Education Plans (IEPs), which will be developed in accordance with all federal and state laws and regulations. Whenever possible, our children's IEP goals will be met through

an inclusion model because Montessori learning environments are, by design, differentiated, with students working on a variety of levels and activities within any given classroom.

Bilingual Education/English as a Second Language (BE/ESL) In accordance with *TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §89.1201-.1265*, The Royal Ambassador Academy staff will identify limited English proficient students based on state criteria and provide an appropriate bilingual education or English as a second language program conducted by appropriately certified teachers (ESL and/or bilingual). We will have policies and procedures in place to ensure that our school complies with the legal and regulatory requirements regarding identifying and providing appropriate educational services to limited English proficient students. The Academy will hire teachers with bilingual and/or English as a second language (ESL) certification and/or endorsements to meet the needs of limited English proficient students. Services will be provided based on students' identified needs (determined through the Home Language Survey), which will be developed in accordance with all federal and state laws and regulations.

Gifted and Talented (GT) The Royal Ambassador Academy will offer testing to enter the gifted and talented program. Instruction for gifted and talented (G/T) students will be provided within the regular classroom. Instruction will include differentiation of depth, complexity, and pacing. In accordance with state law, teachers serving G/T students in the regular classroom will obtain the 30-hour foundational G/T training as outlined in Texas Administrative Code, Title 19, Part II §89.2(1) and an annual update of six hours of professional development in G/T education (TAC §89.2(2)). Administrators and counselors who have authority for service decisions for G/T students will receive six hours of professional development that includes the nature and needs of G/T students and service options for G/T students (TAC §89.2(3). Any campus or district level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions will have the six hours of training (TAC §89.2(3)). Montessori classrooms are naturally designed to provide G/T students with opportunities to work together as a group, work with other students, and work independently during the school day in keeping with G/T service options (TAC §89.3(1);State Plan 2.2C). Students will also be provided with a variety of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas (TAC §89.3(2); State Plan 2.1 C)

Students At-Risk of Academic Failure We are invested in the academic success of every student who attends The Royal Ambassador Academy. Research shows that students who are at least two years older than their classmates - generally because they were retained - are more likely to drop out. The Royal Ambassador Academy has established procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students (included in E.2). As a result, our focus with students identified as at-risk will be to provide support and assistance as soon as a need is identified. Based on the demographic information for students attending the districts included in our proposed boundaries, we anticipate serving students currently identified as at-risk (based on the 13 TEA identifiers for at-risk/compensatory education) and in the following special population categories: bilingual/ESL; special education; 504; dyslexic; and gifted and talented.

Academic Support activities will be designed to provide intervention at the students' specific academic levels, including students identified as at-risk of academic failure. Supports will include:

1. **Utilizing the Montessori methods.** Developing and supporting the natural intelligence of children allows each student to learn at his or her own pace.
2. **Multi-aged grouping**. The Montessori multi-age classroom is structured in a way that allows teachers and their students to be together for two to three years. Teachers and students develop deep, caring relationships which allow them to grow and flourish together.
3. **Extended learning opportunities**. Children will learn at their own pace, in partnership with a caring, guiding teacher. Montessori classrooms are designed to provide additional time or a different strategy if needed for each child.
4. **Innovative strategies in classroom instruction.** When needed, we will bring support personnel into the classroom, rather than taking children out of class to better meet their needs. Teachers will be trained on intervention methods to enable them to address a variety of student learning needs.
5. **Hands-on learning materials**. In a Montessori classroom, concepts are taught with hands-on manipulatives. Research has shown that children learn better with active, hands-on learning.
6. **Supporting children through transitions.** With small, multi-aged classrooms, students successfully move from one grade level to the next through a caring, family-like environment.
7. **Use of RTI and the Three Level Tiered Approach to Intervention.** When needed, a Response to Intervention (RTI) process will be used to better meet student needs. Using the three-tier approach to intervention, students will be kept "on track" with learning, providing additional strategies and services as needed.
8. **Hire counselors and other support staff.** We will hire a school counselor and nurse to work with our students and families who need the most support.
9. **Maximizing use of community resources.** Developing and maintaining strong connections with community resources will allow us to enhance the school's capacity to support the students attending the Academy.
10. **Connecting families to schools and school activities.** Offering basic parenting classes, fostering more meetings between parents and teachers and involving families in homework projects, field trips and other activities will better connect parents.

Montessori and STEAM for Special Populations Our Montessori curriculum and STEAM design were created with special education and gifted students in mind. Classroom and Special Education teachers report that those students with IEPs (Individualize Education Plans) and 504 accommodations are more engaged (Yakman, 2013). STEAM also provide those students that use English as second language (ESL) and advanced learners more of what they need academically and interactively from the team-based approach. <u>Using the Montessori methods and STEAM focus special population students will not have to be pulled out of classroom sessions</u>. This inclusion will cultivate student identity and pride with fellow students and the school (Yakman, 2013). As indicated in attachment E.1, the school's Montessori-based and

STEAM curriculum, including a scope and sequence aligned with the TEKS, will also include strategies and lessons for differentiating instruction to meet the needs of our students.

Identification of Special Population Students All teachers and appropriate staff working with students at The Royal Ambassador Academy will be provided with professional development regarding the identification and best practices for serving students with special needs. Specifics for identification and serving these special populations include the following:

- Special Education: Teacher recommendation/referral; parent request/referral; review of student achievement and other related data; testing by a certified professional to determine extent of the students disability (mild, moderate, and severe); convene an ARD committee; develop and implement an appropriate IEP. Review ARDS will be held in accordance will State and federal law, with a focus on how best to serve each child. Because students will be participating in a Montessori curriculum, it is our intent to serve students in the classroom without the use of pullouts.
- Bilingual/ESL Programs: Parents complete Home Language Survey upon enrollment; a Language Proficiency Assessment Committee (LPAC) will convene as needed, to address and properly place Bilingual/ESL students. In accordance with Texas Administrative Code (TAC) 19 Chapter 89, Adaptations for Special Populations, Subchapter BB, and Commissioner's Rules Concerning the State Plan for Educating English Language Learners (ELLs), we will provide the required bilingual education and/or English as a second language (ESL) programs for students identified through this process.
- Gifted and Talented. Teacher recommendation/referral; parent request/referral; review of student achievement and other related data; offer testing to enter the gifted and talented program; provide instruction for gifted and talented (G/T) students within the regular classroom with instruction that includes differentiation of depth, complexity, and pacing. In accordance with state law, teachers serving G/T students in the regular classroom will obtain the 30-hour foundational G/T training as outlined in Texas Administrative Code, Title 19, Part II §89.2(1) and an annual update of six hours of professional development in G/T education (TAC §89.2(2)).

Educational Staff Capacity

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation.
   Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment.
   Describe the group's ties to and/or knowledge of the target community.
2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus in achieving its mission. Summarize the proposed leader's academic and organizational

leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

OR

If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.
5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Educational Staff Capacity. ACE has a tentative agreement with Dr. Johnny Brown to manage the school as Superintendent. All other personnel will be hired during the preparation year for opening the school. **Attachment E.3** outlines the qualifications and job description for the school's staff.

Under the guidance of the Board of Directors, **the school's leadership/management team** beyond the Superintendent and principal will include a Manager-Planning & Project Coordinator, Business Manager/Accountant and Instructional Coach. **Attachment E.4** contains the qualifications, roles and responsibilities for each of the leadership positions

Other details for the hiring procedures include:

Recruiting and Selection Process Timeline	
Who	**Comments**
Superintendent	Sponsoring entity and board will officially hire within the 1st month of award
Secretary	Superintendent guided by the board will hire by the end of month three of award
Principal	
Manager-Planning & Project Coordinator	
Business Manager/Accountant	
Instructional Coach	

The sponsoring entity following the award of the charter, will immediately hire the Superintendent and a Secretary on a full-time basis. The Board and Superintendent will start the search for the Principal, Business Manager/Accountant, Secretary, and Instructional Coach. During the preparation and development year, the Superintendent, Principal, Instructional Coach and Secretary will work full-time. During the preparation year, the Business Manager/Accountant and Manager-Planning & Project Coordinator will be part-time employees, becoming full-time once the school opens. These six employees will be compensated using the charter planning grant. If the grant is not available or insufficient for full coverage, the sponsoring entity is prepared to provide the necessary funds.

In accordance with TEC §21.057 and PL 107-110 §1111(h)(6)(B)(ii), the Academy will abide by 4112.24 "AR Teacher Qualifications" under the NCLB Act, **to distribute to parents information related to the qualifications, experience, and certifications of each teacher**. At the beginning of each school year, the Superintendent or designee will notify the parents/guardians of each student attending the school that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to: (1) Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (2) Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; (3) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and (4) Whether the student is provided services by paraprofessionals and, if so, their qualifications. This notification will be included in the parental handbook.

The Superintendent or designee will notify teachers, as appropriate, prior to distributing the above notice to parents/guardians. The notice and information provided to parents/guardians will be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents/guardians can understand.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Two - Operations Plan

School Calendar and Schedule

1. Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program, including total number of days/hours of instruction. In **Attachment O.1**, provide the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for foundation subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Describe how the instructional day will be structured to ensure adequate coverage of all the TEKS. Provide the minimum number of instructional hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment O.1**, a sample daily and weekly schedule for each grade configuration of the school.
3. Note the number of hours dedicated for teacher planning and collaboration, if applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

SECTION TWO - OPERATIONS PLAN

School Calendar and Schedule. The Academy's annual calendar will be similar to Beaumont ISD's school calendar. In accordance with Section 25.081 of the Texas Education Code, the school will have a minimum of 180 instructional days each school year however, we will be adding five additional days of instruction to our academic year for a total of 185 student instruction days. Our academic year will begin in August and end in May.

Our daily and weekly schedule have been designed to allow for maximum learning time for each student and to reflect our educational approach using Montessori methods, with STEAM and SEML components. The Montessori approach will provide approximately six hours of instructional time per day, four days a week for each child, incorporating large blocks of sustained independent work time. During the uninterrupted work cycle, students will work on their individualized work plans, created with teacher guidance. These blocks will allow all students the opportunity to participate in a rich, academically challenging, TEKS-based curriculum. Monday through Thursday, each day for students in grades kindergarten through four will start at 8:00 a.m., consists of a minimum of five hours for the foundation subjects (English language arts and reading, mathematics, science and social studies), and an additional two hours for enrichment courses (fine arts, health, physical education [including the mandated 30 minutes of physical activity per day], technology applications, etc.), lunch and recess, and end at 3:00 p.m. Students attending pre-kindergarten will participate in a half-day program. The morning session will begin at 8:00 a.m. and end at 11:00 a.m. The afternoon session will begin at 12:00 p.m. and end at 3:00 p.m. "Fierce, Ferocious, Fabulous Fridays" will focus on developing and teaching the whole child, academic, physical and socio-emotional (SEML) through additional enrichment and project-based learning and exploratory activities. Each Friday for students in grades kindergarten through four will start at 8:00 a.m. and end at 2:00 p.m. Pre-kindergarten students will begin at 8:00 a.m. and end at 10:30 a.m. The afternoon session will begin at 11:30 p.m. and end at 2:00 p.m. The early dismissal time on Fridays (2:00 p.m.) will still provide students with quality instructional time but will also allow for a common planning time, sharing expertise, working collaboratively to improve teaching skills and the academic performance of students, group meetings, and professional development for faculty and staff.

Each year teachers will have five in-service days prior to the start of the school year for in-depth, intensive training. Teachers will also participate in two work days prior to the start of school. Teacher in-service time will be built into the staff schedule for Fridays. Teachers and staff will also have a work day and in-service day after completion of the academic school year. **Attachment O.1**, provides the school's proposed calendar for the first year of operation, along with a sample daily and weekly schedule for each grade configuration of the school.

School Culture

1. Describe the culture of the proposed school and explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for involving students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

School Culture. The Academy's school's **culture will be shaped by its vision, mission and core values**. The Academy will create a culture that respects children as self-directed individuals and facilitate their growth toward independence and social responsibility. The school staff will establish an environment where children are supported to grow toward independence by building confidence, competence, self-esteem and respect for others. **The Academy will be prepared to create and implement this culture for students, teachers, administrators, and parents starting from the first day** of school using the following strategies:

The governing board will be responsible for ensuring that the charter school community does not forget the school's vision, mission, and core values. The core values designed to address the concerns of parents, will shape the school's culture. The core values are:

- Leadership to impact student learning. Effective leadership will make a difference in student achievement. The school's leadership will chart clear courses of actions with high expectations, data-driven adjustments and ongoing support for teachers.
  Shaping a culture where leadership and teachers maintain high expectations for students.
- Rich and diverse learning environments**.** Classroom teachers will establish classrooms that transform and change learners by: (1) providing stimulating, intellectual challenges, (2) accommodating students with different learning styles and diverse abilities, and (3) employing multiple methods in assessing students.
  Shaping a culture where students take responsibility for their learning together with a knowledgeable and caring teacher.
- Partnerships with families**.** Students will benefit from close partnerships and ongoing communication between their families and their educational programs.

Shaping a culture where parents are actively involved in the learning process.

- Educating the whole child. Students will learn in an environment focused on educating the whole child - academic, physical and socio-emotional. Leaders and teachers will provide a well -balanced/rounded curriculum that meets the needs of individual students through smaller, interactive, hands-on, multi-aged classrooms. The curricular program will develop knowledge and intellectual skills in a wide range of academic areas, offering extra-curricular activities in which to discover, investigate and develop interests and talents, nurturing, guiding, encouraging and supporting students as they succeed and fail in their attempts to learn and grow.

Shaping a culture where advanced students move forward, and struggling students get the needed intervention to achieve academically.

Welcoming new students, their families, and staff will be part of the broader goal of creating a school culture where all interact positively with each other and identify with the school and its vision. An atmosphere will be created that fosters smooth transitions, positive informal encounters, and friendly interactions. We will establish an environment that facilitates social support, and provides opportunities for one to learn how to function effectively within the school's climate. **To accomplish these objectives, we will establish a welcoming steering committee to coordinate critical elements** for creating a positive sense of community at the school for new students using the following strategies (adapted from the UCLA Mental Health in Schools Center Technical Aid Packet, 2007):

Mid-Year SCHOOL-WIDE WELCOMING STRATEGIES
Ensure that first contacts are positive, welcome signs will be placed prominently near or in the front office and new arrivals will be given a special welcome packet and greeted warmly by the office staff and any professional staff who are available.
Provide personal invitations to students and parents for them to join ongoing activities. We will organize outreach supports that will be provided by student to student, and parent to parent.
Offer social support networks like a peer pairing or "peer buddy" program.
Utilize additional welcoming strategies when needed by designing a special outreach to address factors identified as interfering with the adjustment to the school of a new student and his or her family.
Mid-Year CLASSROOM WELCOMING STRATEGIES
Provide the student with a special welcome folder. The folder will include the student's name on the front, containing welcoming materials and information, such as a welcome sheet with teacher's name and room and information about fun activities at the school.
Assign a peer buddy by training students who are willing to be a special friend. The purpose will be for the student to show the new student around the class and school, to sit next to the new student, and to take the new student to recess and lunch to meet schoolmates.
Mid-Year WELCOMING NEW PARENTS STRATEGIES
Invite the parent to a welcoming conference to provide a chance for the parents to get to know the teacher and school. Allowing the teacher to facilitate positive connections

between parent and school such as helping the parents connect with a school activity in which they seem interested.
Connect the new parent with a parent peer buddy by identifying some parents who are willing to be a special friend to introduce the new parent around, to introduce them to school activities which may include taking them the first time and so forth.
Mid-Year FOLLOW-UP INTERVENTIONS
Implementing a three-week assessment. Three weeks after the student enrolls, designated staff will interview the: (a) teacher to determine if the student has made a good or poor adjustment to the school (Poor school adjusters are provided with additional support in the form of volunteer help, consultation for teacher to analyze the problem and explore options, etc.); (b) student to determine his or her perception of how well the transition-in has gone and to offer encouragement and resources if needed; (c) parents to determine their perception of how well the transition-in has gone for the student and for themselves and to offer encouragement and resources if needed.

The school culture will take into account and serve students with special needs. This group includes special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students. Research (Montessori and the Child with Special Needs, 2010) demonstrates that Montessori methods lend themselves to both special needs instruction and classroom integration. It cites this approach's core principles of teaching academic, life, and social skills as being particularly well suited to special needs students. Using this approach, the school will establish an environment where teachers will be equipped to meet children where they are academically and address individual student needs by utilizing various teaching strategies and differentiated instruction. Additionally the Academy will implement strategies for ensuring that parents of these students feel their involvement is valued and needed.

We will establish a culture where each day will provide students with individualized instruction to keep each *child* optimally challenged.

A typical school day from the perspective of a second grade student:
8:15 I meet with the rest of my class for our daily opening. Together we recite the pledges and the Royal Ambassador Creed. We have a moment of silence. We review the calendar and discuss special days for this week. We talk about "honesty", our character word of the month. My teacher shares a really good book. We learn about some new words that will be in the story. This helps me to better understand the story. After we finish, we talk about the story, including our favorite characters and why we did or did not like the story. We talk about and plan for learning for the day.
9:00 I pick up my morning work and meet with one of my teachers to go over what work I did yesterday and what choices I should think about making today. I haven't done my fraction work yet this week so I think I will do that first.
9:15 I set up two rugs (the fraction work takes up a lot of space), and walk to the geometry shelf to get the fraction insets. It takes me two trips since it is so heavy and

large. I am working on making fractions using the fraction pieces, have it checked and write the fractions in my math booklet. My friend comes over and asks if she can do the work with me since she needs to do it too. I move over and we work together.
9:30 After Jane and I put the fraction work away I decide I want to work on my word study. I have a lot of materials to get through so I begin with one word family and make the words on a rug. I write them down on my paper and make a sentence using one of the words. I have my teacher check it. I have 5 of these to do this week so I just keep going.
10:00 I am hungry! I think I will have snack. Oh good my friend is at the snack table already. I can't wait to join him. Mmmm apples and grapes for snack today!
10:20 After cleaning up after myself I decide to take out my geography work. I haven't done geography in a while and it is on my work journal as something I should choose this week. Oh, good I found one on Land Forms. Oh my teacher just called me over to be part of a clock lesson. I think we are going to be learning about ½ hours this time. This should be fun!
10:40 My teacher has started to play the guitar… that means it is time for meeting. I need to finish up what I am working on and put it away. I will also fill in my work journal what I did this morning. I wonder who the moderator is today. The moderator will lead the meeting. She states the date, attendance, shows us how many days we have been in school (143 today) and reads the white board to us (we get to correct any errors she makes when she asks for "peer edits". Then she calls committees to report. I am on the science committee so I get to, with my group, report the weather and what we suggest everyone should wear outside at recess. At the end of meeting we get our lunch boxes and get ready for lunch.
11:15 I love lunchtime. We get to sit with 3 or 4 of our classmates, talk, and eat while practicing good table manners. When we are done we choose what jobs we will do to clean up (wash the table, dry the table, pick-up the floors). It is fun and best of all after we are done we get to go outside for recess.
12:30 We have music after recess today. We are going to practice the songs we will sing in our play.
1:15 Back to class. One of my teachers calls me over for a book club meeting. We read a new book last week and today we are sharing our answers to some questions. Our teacher is checking to see if we are using complete sentences when we answer the questions. I like this time. It is a good book and I love reading.
1:40 We are working in small groups on cultural projects. We have been giving a challenge to build a village after being stranded on an uncharted island. Our environment is dense, forested area near a beach. We are trying to build a model village using natural materials that will meet our basic needs and not harm the environment. My group is working on designing and building a small tree house out of sticks and vines.
2:30 It is committee time. I have to check on the science area. We have hermit crabs and fish so I need to make sure they are fed and that their home is ok. I also need to empty the compost from this afternoon's lunch into the outside composter.

2:45 It is closing circle time. My teacher is playing a song and we all bring our backpack to the meeting area. We each go around the circle and end our day with a nice saying. We all say goodbye and go outside for dismissals. I can't wait until tomorrow!

Student Admissions and Enrollment

1. Briefly analyze the competition in the area for the same students. Describe the methods that the proposed school will use to recruit and retain students.
2. Explain how the plan for student recruitment and marketing will provide equal access to all interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
3. Provide, as **Attachment O.2**, the school's Admissions and Enrollment Policies, which should include the following:
   a. The period (both the beginning and the ending dates) during which the applications for admissions will be accepted (see TEC §12.117), including a summary of the application process;
   b. Procedures to be followed in conducting a lottery when a grade or class is oversubscribed including which 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 (so long as the total number of students allowed constitutes only a small percentage of the total enrollment.))
   c. The approximate date on which a lottery will be conducted if required;
   d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
   e. The non-discrimination statement to be included in the proposed school's admissions policy. *TEC, §12.111(a)(5);*
   f. Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A); and
   g. Enrollment deadlines and procedures.
4. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. *TEC, §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC, §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.*

NOTE: If a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Admissions and Enrollment. When analyzing the competition in the area for the same students, we concluded that since the Academy will be one of a kind in the area, we had no competition in the area as far as the teaching approach. We will employ a different approach to education, creativity and development than any school in the area. Being the only Montessori school in the area makes us the only choice for a parent looking for a school that has an individualized approach to education.

Having polled the parents in the community and knowing that there is a market for the school, the Academy's recruitment and retention strategies will involve communicating the school's vision and mission to the community. We will target our efforts, and recruit early and ongoing. We will use the following recruiting strategies:

- Developing a marketing package to include branding the school and creating a slogan.
- Hosting ongoing recruitment events at the school.
- Disseminating a clear, succinct brochure that describes the school to churches, daycare centers, community recreation centers, barber and beauty shops, and public libraries etc.
- Using parents and students as recruiters.
- Advertising using yard signs and billboards.
- Advertising using local media: television, radio, and newspaper.
- Targeting specific neighborhoods, with door-to-door canvassing, and mass mail-outs.
- Attending community meetings to talk about the school.
- Contacting real estate agencies, giving them information about the school.
- Participating in community events, fairs, and festivals.
- Working with a marketing consultant to develop other strategies as needed.

The Academy's student retention strategies will consists of:

- Engaging and partnering with parents – this includes ongoing engagement, from regular communication with school staff to familiarity with their child's progress.
- Cultivating relationships – training teachers to support the academic, social, and emotional needs of their students.
- Paying attention to warning signs – being aware that a parent of a child is not satisfied. Identifying the early-warning signs will alert teachers, and school staff, to intervene.
- Adopting a student-centered funding model - which means adjusting the funding amount based on the demographics of individual students, and more closely aligning funding to their unique needs.
- Conduct an annual climate survey – obtaining feedback from parents, student and staff.

The Academy's **student recruitment and marketing will provide equal access to all interested students and families** by employing the following outreach strategies. To recruit:

- Families in poverty – we will distribute flyers at the local food banks, homeless shelters and collaborate with social services agencies.
- Academically low-achieving students – we will develop partnerships with community centers, churches and other organizations who work with local children and families.
- Students with disabilities and other youth at risk of academic failure – we will distribute promotional and informational material that reaches out to all of the various racial and ethnic groups; and conduct public informational meetings with translators available for families.

The school's admissions and enrollment policies are detailed in Attachment O.2. Included in this attachment are the following: (a) The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process; (b) Procedures to be followed in conducting a lottery; (c) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; (d) Policies and procedures for the admission of students; and (e) Enrollment deadlines and procedures.

Student Discipline

Describe the school's approach to student discipline summarizing the school's proposed Discipline Policy. Provide as **Attachment O.3** the school's proposed Discipline Policy. Together, the narrative description and the proposed policy should address the following:

1. The code of conduct for the school; *TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.*
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
4. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
5. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
6. Explanation of how students and parents will be informed of the discipline policy.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Discipline. The Academy's approach to student discipline will be one where staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Our policy and its procedures will clearly be described detailing discipline expectations, and it will be printed and distributed as part of the student and parent information packet which is disseminated to each student at the beginning of the school year.

The Academy's discipline will include but is not limited to advising and counseling students, conferring with parents/guardians, detention before and after school hours, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Attachment O.3 provides additional information to include: (1) The code of conduct for the school; (2) Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior. (3) A list and definitions of the offenses for which students in the school must and may be suspended or expelled, respectively. (4) An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings. (5)Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and (6) Explanation of how students and parents will be informed of the discipline policy.

Leadership Pipeline

1. Describe the sponsoring entity's current or planned process for sourcing and training potential school leaders for campuses opening in subsequent years, regardless of location.

2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Leadership Pipeline. People make the difference in our schools. We know that a teacher has a profound impact on a student's life. However, even with a group of excellent teachers, a school will not reach its potential without great leadership. Student achievement and growth occur when outstanding teachers and outstanding leaders combine to make a school a great place for students to learn. Our teachers, children, and community deserve school leaders who are talented, knowledgeable, skillful, highly qualified, and well prepared leaders. The Academy will create impactful learning and coaching programs to accelerate on-the-job development. We will establish a culture where leadership will be an ongoing topic of conversation among employees at all levels using the following strategies:

- Promote "teacher leadership" understanding that individuals with strong instructional backgrounds are better able to relate to and lead teachers, and identify and model effective classroom practices. Encourage strong teachers to move into more formal teacher leadership opportunities with the school setting.
- Identify those with knowledge, skills and talent and encourage them to take on leadership roles and responsibilities. Look for individuals with passion and commitment. Future educational leaders should have excellent interpersonal skills and be willing to address tough issues and challenges with enthusiasm.
- Recruit candidates at all levels who reflect the rich diversity of the school community and are committed to making a difference for children.
- Provide opportunities for teacher leaders and staff to demonstrate success in leading adults in some capacity recognizing that today's successful educational leaders work primarily with and through others.
- Provide quality support for leaders at all levels, including teacher leaders.
- Certified high-potential staff will be given the opportunity to develop skills and competencies that may lead to future advancement; and
- We will provide cross-departmental collaboration and sharing opportunities to expand staff's networks, and give them experiences working across organizational boundaries, and increase both knowledge and trust.

In addition the Academy will establish a leadership cohort program for aspiring leaders. In this program staff will be responsible for producing reports on designated topics and will work on projects from initiation to completion which will be beneficial for student growth and development at the Academy. Staff will be encouraged to read and remain current in literature including, but not limited to, business and education theories and action based research on leadership. All personnel will participate in meetings regarding goal setting and thinking strategically about how to ensure school improvement. Staff will also attend conferences that will enable them to have opportunities for networking and collaboration with other educators.

Organization-Wide Staffing

1. Complete the staffing chart below, outlining the staffing plan for your campus(es), as applicable. The staffing chart and your narrative response should identify the following:
   a. Year one positions, as well as positions to be added in future years;
   b. Administrative, instructional, and non-instructional personnel;
   c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
   d. Operational and support staff.

   Adjust or add functions and titles as needed. *Delete rows or tables for grade configurations that do not apply.*

Organization-Wide Staffing.

The Royal Ambassador Academy Pre-K– 4th Grade					
Staff	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Elementary School Staff					
Superintendent	1	1	1	1	1
Principal	1	1	1	1	1
Instructional Coach	1	1	1	1	1
Manager-Planning & Project Coordinator	1	1	1	1	1
Business Manager/Accountant	1	1	1	1	1
PIEMS Coordinator	1	1	1	1	1
Counselor	1	1	1	1	1
Nurse	1	1	1	1	1
Secretary/Clerical	2	2	2	2	2
Lead Teacher	1	1	1	1	1
Certified Teachers	14	17	18	19	20
Teacher Special Education Certified	1	1	1	1	1
Teacher ESL/Bilingual Education Certified	1	1	1	1	1
Teacher Aides and Assistants	3	3	3	3	3
Food Services Manager	1	1	1	1	1
Food Service Worker	2	2	2	2	2
Custodian	2	2	2	2	2
Middle School Staff					
Certified Teachers	-	-	3	5	10
Totals					
Total FTEs	35	38	42	45	51

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. State the teacher-student ratio to be maintained. As well as the ratio of total adults to students for the school.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The school's **senior administrative team acting as visionary leaders will practice "participatory management"** (School Management Guide, July 2008). Participatory management involves the sharing of responsibilities; and where consultation, dialogue, and

communication are the pillars for effectiveness. This style of management fits the vision and mission of the school to provide different and innovative learning with a new form of accountability. We will: (1) Practice consensus-decision-making where staff members are encouraged to express their opinions and preferences; and 2) Create a learning environment where staff members learn from their experiences, other experiences and are provided ongoing professional development. In addition, the senior administrative team will lead and support teachers and students to achieve desired objectives. We will encourage teachers to develop their own capacities by providing teacher common planning time and ongoing professional development opportunities for them to update their knowledge and skills. And we will regularly recognize teacher accomplishments and successes.

Staffing Plans, Hiring, Management, and Evaluation

2. Explain the relationship that will exist between the sponsoring entity and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment O.4**, any personnel policies or an employee manual, if developed.
3. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
4. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
5. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
6. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment O.5** any leadership evaluation tool(s) that you have developed already.
7. Explain how teachers will be supported, developed, and evaluated each school year. State if the school intends to follow the state Professional Development Appraisal System (PDAS) or submit as **Attachment O.6** any local teacher evaluation tool(s) already developed
8. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
9. Provide in **Attachment O.7**, a Supplemental Human Resources Information Form (use the template provided by the TEA) for ALL paid positions required to operate the proposed school in year one and at capacity. Ensure that your submission includes ALL positions including administrative staff such as: CEO/superintendent, financial officer, principal, assistant principal, director, and assistant director.

NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.
NOTE: Charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and job duties would earn. See 19 TAC §100.1022(c)(2)(B)(i).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Staffing Plans, Hiring, Management, and Evaluation. Following PL 107-110 §1119, teachers in all core academic subjects will be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by state and federal law. Special education teachers, bilingual teachers, teachers of English as a second language and paraprofessionals will be certified in as required by state law.

The **relationship between JJV and the school's employees** will be one where JJV provides support, resources and general encouragement to the employees. The general oversight and governance will be managed by the Board of Trustees, and employees will manage the day-to-day operations of the school. Those **employees** holding certification in positions which the school requires **certification will be employed on a one-year contract basis**, to be reviewed and renewable on an annually. All **other personnel will work on an at-will basis**. For those teachers who teach in areas other than special education and bilingual education, they must meet the requirements of being "highly qualified" and hold at least a Bachelor's Degree from an accredited four year university. An employee manual will be developed during the preparation phase. **Attachment O.4** outlines the sections of the manual. Components of the employee manual will include areas such as:

- **Employment:** Equal employment opportunity; Job vacancy announcements; Employment after retirement; Contract and noncontract employment; Searches and alcohol and drug testing; Health safety training; Reassignments and transfers; Workload and work schedules; Notification to parents regarding qualifications; Outside employment and tutoring; Performance evaluation; Employee involvement; Staff development
- **Compensation and benefits**: Salaries, wages, and stipends; Annualized compensation; Paychecks; Automatic payroll deposit; Payroll deductions; Overtime compensation; Travel expense reimbursement; Health, dental, and life insurance; Supplemental insurance benefits; Workers' compensation insurance; Unemployment compensation insurance; Teacher retirement; Other benefit programs
- **Leaves and absences:** Personal leave; Sick leave; Local leave; Temporary disability; Family and medical leave; Workers' compensation benefits; Assault leave; Bereavement leave; Jury duty; Other court appearances; Military leave
- **Employee relations and communications:** Employee recognition and appreciation; School-wide communications
- **Complaints and grievances:** Student complaints; Parent Complaints; Employee Complaints; Level One; Level Two; Level Three; Level Four.
- **Employee conduct and welfare:** Standards of conduct; Discrimination, harassment, and retaliation; Harassment of students; Drug-abuse prevention; Reporting suspected child abuse; Fraud and financial impropriety; Conflict of interest; Gifts and favors; Associations and political activities; Safety; Tobacco use; Criminal history background checks; Employee arrests and convictions; Possession of firearms and weapons; Visitors in the workplace; Copyrighted materials; Computer use and data management; Asbestos management plan; Pest control treatment
- **General procedures:** Bad weather closing; Emergencies; Purchasing procedures; Name and address changes; Personnel records; Building use

- **Termination of employment:** Resignations; Dismissal or nonrenewal of contract employees; Dismissal of noncontract employees; Exit interviews and procedures; Reports to State Board for Educator Certification; Reports concerning court-ordered withholding
- **Student issues:** Equal educational opportunities; Student records; Parent and student complaints; Administering medication to students; Dietary supplements; Psychotropic drugs; Student discipline; Student attendance; Bullying; Hazing

The school will be managed by two leadership teams. An instructional team will consist of the Superintendent, Principal and Instructional Coach and an operational team will consist of the Manager-Planning & Project Coordinator and Business Manager.

Employees will be paid based on the employee's qualifications and level of experience and in accordance to the Academy's published monthly salary schedule. We are proposing the following salary ranges and employment benefits for the school's employees.

Salary Schedule

Superintendent	$90,000 – 128,500
Principal	$65,000 – 80,000
Instructional Coach	$55,000 – 71,500
Manager-Planning & Project Coordinator	$40,000 – 50,000
Counselor	$46,000 – 57,000
Nurse	$30,000 – 42,000
Business Manager/Accountant	$40,000 – 53,000
PIEMS Coordinator	$29,000 – 39,000
Lead Teacher	$46,000 – 59,500
Classroom Elem. Ed. Certified Teacher	$44,000 – 58,000
Classroom Spec. Ed. Certified Teacher	$45,000 – 59,000
Classroom Bilingual Ed. Certified Teacher	$45,000 - 59,000
Teacher Aides & Assistants	$16,500 – 19,500
Secretary/Clerical	$19, 500 – 31,500

Employee benefits will be provided to include contributions to the Texas Retirement System and health insurance benefits for employees in accordance with legal requirements.

The Academy **will retain high-performing teachers by implementing a reward system for teachers** which will elicit greater student achievement. The school's reward and incentive system will consist of a three-pronged approach: (1) Privilege Rewards: Privilege Rewards can take many form: a better parking spot, an extra-long lunch break, a pass to leave 15 minutes early in the afternoon, an additional planning period covered by the instructional coach or principal, a plaque, or special recognition at a faculty meeting or celebration; (2) Bonuses and gift cards: Everybody likes extra money. These awards would be provided by sponsors or through donations for this award program; and (3) Points System: An incentive program where teachers and staff can earn points for positive behavior (such as perfect attendance for the month). The points are accumulated and may be traded for a variety of "prizes."

We will establish high expectations for personnel management, including assurances that all employees will be treated in a professional manner and provided with the tools required for

each job. The staff development program will include teambuilding and networking opportunities to establish a positive zone for the work place, where all employees will feel appreciated. The leadership will encourage staff participation in decision making and will encourage, not micro-manage teachers in the classroom. Partnerships will also be established with the Region Service Center and area school districts for collaboration on growth opportunities for personnel, within and across all disciplines.

The **recruitment strategy** will involve working in coordination with local colleges and universities in constant dialogue and sharing on personnel staffing needs. The school will also work with the Region Service Center for review of and publishing existing and future vacancies. Additionally, we will maintain a web page which reflects personnel needs on a regular basis. The plan is to work with local news organizations as well as national publications to highlight areas of need for personnel.

The school will **hire "Highly Qualified" staff** in accordance with the Elementary and Secondary Education Act (ESEA). In light of the school's focus on science, technology, engineering, the arts, and mathematics (STEAM), those persons who are experts within and across these disciplines will be given special consideration in the employment process, including providing evidence of success in previous work experiences.

We will contract with a local agency for conducting criminal background checks on all employees and volunteers. The **school's hiring procedures** will include:

A. Advertisement - all staff position vacancies will be advertised.

B. Application – will be issue as requested.

C. Screening of Teachers – the instructional leadership team will screen applications.

D. Interviews – the instructional leadership team will conduct interviews.

E. References – all references will be checked.

F. Selection – the leadership team will make recommendations to the Board of Directors for administrative and other leadership positions; all personnel actions will be handled by the Superintendent in accordance to policy regarding delegation of authority by the Board.

G. Required Documentation –Applicants will be required to provide documentation as appropriate.

H. Background Checks- criminal background checks will be conducted on all new hires.

H. Orientation – each employee will be required to participate in an orientation session.

The school's procedures for dismissing school personnel, will consist of:

Termination of employment

- **Resignations**
  - **Contract employees.** Contract employees may resign their position without penalty at the end of any school year if written notice is received 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the Superintendent's Office. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC). The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in any of the acts listed in Reports to the State Board for Educator Certification.

- **Noncontract employees.** Noncontract employees may resign their positions at any time. A written notice of resignation should be submitted to administration at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

- **Dismissal or nonrenewal of contract employees:** Employees on contract can be dismissed during the school year or non-renewed at the end of the year according to the procedures outlined in district policies. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The time lines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or whose certification is revoked for misconduct.
- **Dismissal of noncontract employees:** Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, religion, sex, national origin, disability, military status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination, in accordance with board policies.

Annual evaluations of staff will be conducted. The Academy will utilize the state's Professional Development and Appraisal System (PDAS) to evaluate teachers. **Attachment O.5** provides a copy of the evaluation tools that will be used to evaluate the school leadership team for effectiveness.

Performance will be routinely evaluated in accordance with the expectations outlined in job descriptions and reaching targets established for student achievement and well-being. The school will conduct development training on an ongoing basis for continued growth among employees. Excellence in performance will be the expectation and applauded when reached. In those cases where employees either do not achieve expectations or growth does not occur at an acceptable pace, the school will take steps for separation from employment at the Academy. The Academy will establish a framework for ongoing recruitment of potential candidates for employment and maintain a "bank" of candidates at all times, with special attention devoted toward the classroom teaching staff. Also, the Academy will take steps to establish policies and procedures for fair treatment of personnel and for the conditions in the work environment to be pleasant and professional. The compensation program will be competitive with other school districts and charter schools in the area. The Academy will maintain partnership with local colleges and universities to help identify candidates for employment. **Attachment O.7** includes the Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Professional Development. Teachers will be provided ongoing professional development via workshops, common planning and professional learning communities. Research confirms that the most important factor contributing to a student's success in school is the quality of teaching (Learning Forward, 2010). We know that good teachers form the foundation of good schools, and that great teachers help create great students. That is why we believe that improving our teachers' skills and knowledge is one of the most important investments of time and money that we can make. Professional development will be an important part of our school community and continuous, high-quality professional development will help in meeting our goal of a quality learning experience for every child. The instructional leadership team will be responsible for designing, facilitating and coordinating teacher professional development (PD).

Our calendar and school day have been designed to include both dedicated days for development as well as embedded development throughout the school year. Each of these activities will support our educational design, including the use of Montessori methods, strategies, and practices. Specifically, teachers will participate in five days of dedicated development prior to the start of the school year and one day immediately following the close of the school year. Our weekly schedule has been designed to allow for two hours of common planning, workshops, and development every Friday, with students being dismissed at 2:00 p.m. As our calendar includes 185 academic days for students we do not anticipate any loss of instructional time; rather, our teachers and staff will be better prepared to work with our students because of the on-going development opportunities.

Our development opportunities will be structured as follows:

- **Five days prior to the start of the school year (Internal/Group)**:
  - These activities will be designed to build capacity and align school expectations with the knowledge, skills and strategies used by our teachers to better ensure the success of every child.
- **Friday afternoons (2:00 – 4:00 p.m.; 2 hours weekly) – Professional Learning Communities (Internal/Group):**

- Our teachers will have ongoing and regular opportunities that are, by design, experiential, collaborative, and connected to how to maximize the potential of every student.
- The school will employ an Instructional Coach and a Lead Teacher who, working together with the principal, will develop the weekly meetings based on classroom observations, student learning and staff needs. Each week staff will review student learning, analyze what went well and what may need to be modified, and determine "next steps" to take back to the classroom the next week.
- The two hour sessions will include one hour of whole-group/staff discussions and another hour of will focus on grade-level discussions. Discussions will be data driven and include strategies and action steps for immediate use in the classroom the following week.

- **One day immediately following the close of the academic school year (Internal/Group)**:
  - This day will allow staff to reflect on the past academic year, to review strengths and opportunities for growth, to look forward to planning for the next year, and to plan for both individual professional development needs for the summer as well as what may be needed in planning for the five days prior to the start of the next school year.
- **Individual Professional Development Plans (External/Individual):**
  - Each teacher and staff member will be required to develop and carry out an individual plan for growth and development. Activities may take place during the school year and during the summer in-between the start and finish of the academic year for students.
  - These activities will be initiated by the individual but supported by the school community through release time and funding for registration and attendance.
  - These opportunities will also include any field specific, on-going training needs such as the annual 6 hour gifted and talented endorsement requirement.
- **Local, State, and National Conferences (External/Individual & Group):** Teachers and staff will be encouraged to attend and present at conferences throughout the school year and during the summer months.
- **Leadership Development (Internal & External/Individual & Group):** We will also require the leadership team to participate in ongoing professional development. The Superintendent, Principal and Instructional Coach will be required to continue their education in topics like making data-driven decisions for improvement, organization change and management and school reform for increased student achievement.

Prior to the school opening, the following development opportunities will be scheduled:

- **Principal, Instructional Coach, and Lead Teacher Training (External)**:
  - **Attend the Montessori Leadership Institute** through the Montessori Foundation, the North American Montessori Association, The American Montessori Society and/or the American Montessori Center: During the first six months prior to the opening of the academic school year, the principal, instructional coach, and lead teacher will attend specific Montessori leadership team training through the North

American Montessori Association, The American Montessori Society and/or the American Montessori Center. Sessions will include topics such as The Principles of Montessori Leadership, Building a World Class Montessori School, and Curriculum Theory and Its Application.

- **Visit several established Montessori Schools in the State of Texas and collaborate with The Montessori Institute of Texas.** This will allow those responsible for oversight of the campus to see firsthand successful Montessori schools and classrooms at work.
- **Establish a support network with fellow Montessori Administrators through The Montessori Institute of Texas**.

- **Teacher and Staff Training (Internal with External Support)**: Teachers and appropriate support staff will participate in:
  - **"The Royal Ambassador Academy Way"** will provide teachers and staff with an overview of the school philosophy, vision, mission, areas of focus, goals, and expectations. The structure if the school day and the school year and how to best maximize student learning will be shared. **(.5 Day)**
  - **Montessori Teacher Training** will be provided for all teachers prior to the start of the first school year. During this development teachers will learn about the Montessori philosophy, methods, and strategies. Teachers will learn about specific Montessori tools and equipment, how to facilitate learning in a Montessori classroom, how to work with students in the development of individual work plans, etc. (**2.5 days**)
  - **Differentiating in the Montessori Classroom** will provide strategies for meeting the needs of individual students including gifted and talented, ESL/Bilingual, and special education students. **(.5 Day)**
  - **Teaching the Whole Child**, including the **Socio-Emotional and Moral Learning** (SEML) components of our school design. **(.5 Day)**
  - **STEAM: Integrating Science, Technology, Engineering, Mathematics and The Arts** will provide teachers with strategies for making STEAM a reality in our classrooms. **(.5 Day)**
  - **Fierce, Ferocious, Fabulous Fridays: What Are They and How Do They Work** to maximize student learning and opportunities with our unique Friday schedule. **(.5 Day)**

Performance Management

The TEA will evaluate the performance of every charter school annually according to a set of academic, financial, and organizational/governance performance standards that will be incorporated into the charter agreement.

Applicants may propose to supplement the TEA performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Performance Management. In addition to TEA's annual performance evaluation, we will supplement their performance standards with school-specific academic and organizational goals. The school's instructional leadership team consisting of the superintendent, principal, and instructional coach will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement. The team will work with Region 5 Education Service Center to conduct needs assessments, and design training and technical assistance to support leadership and teachers in analyzing, interpreting, and using performance data to improve student learning.

The Academy's Mission-Specific Performance Measures			
Educational Goals	**Indicator of Success (Targets)**	**Tools for Measuring Success**	**Collection & Analyzing Periods**
Improve Academic Achievement: The percentage of students scoring Level II and III on **STAAR assessment** will **meet or exceed the state average**.	80% or more of students will score at Level II or III for Each grade level tested	STAAR Scores for: • 3rd graders • 4th graders	Spring & Summer Annually
To train teachers on the Montessori method	100% of teachers trained by the beginning of year 1	Instructional Coach Appraisals	Monthly
To establish community and parental involvement in support of students and their learning.	Multiple parent academic participation opportunities; Multiple community partnerships; Active PTA	Sign In Sheets, Surveys Student Grades; MOUs and Agreements	Quarterly
Organizational Goals	**Indicator of Success (Targets)**	**Tools to Measure**	**Collection & Analyzing Periods**
To provide positive, safe, and respectful learning	Student & staff attendance above 95%	Discipline Referrals	Monthly
		PEIMs Records	October and June of to coincide

environments and facilities.	Active student teacher and parent advisory committees		with PIEMS submissions
		Staff & Parent Observations, Reports & Surveys	Quarterly
To ensure fiscal stability and alignment between resources and student needs.	Balanced budget and budget reserves focused on student learning; Above average rating on FIRST	Revenue and Expenditure Records State FIRST Report	December and May of each year; Monthly Board Reports
To establish a new form of accountability.	95% Parent Participation 0f multiple opportunities for parents to give their input; and evaluate the school;	Results from surveys, focus groups; SBDM findings and recommendations	Ongoing and throughout the school year

Parent and Community Involvement

1. Describe what you have done to assess parent and community demand for your school.
2. Explain how you will engage parents and community members from the time that the school is approved through opening.
3. Describe the role, to date, of any parents and community members involved in developing the proposed school.
4. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 3 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities the school will offer to parents. (Charter Schools are public school and may not require parents to volunteer.)
5. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment O.8** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Do not provide petitions, meeting sign-in sheets, or other materials that violate the Public Disclosure Policy mentioned previously.*

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Parent and Community Involvement. Community and parent needs were assessed by disseminating and collecting data using surveys and conducting a public hearing held on August 22, 2013. Parents have been involved in this process from the beginning by serving on the planning committee. ACE, the planning committee consists of community members, parents,

an elected official, and educators. We will include parents on the site based decision making team (for more information see page 53 under "Governing Board"). As indicated in the needs assessment, the parents we polled expressed desires for increased communication between the school and home. The Royal Ambassador Academy will encourage active involvement and participation for all parents. The Royal Ambassador Academy will be a place in which parents are welcome and are a part of the school's overall success. Activities will be scheduled and held regularly, not "hit or miss". The evidence is consistent, positive, and convincing: many forms of family and community involvement influence student achievement at all ages (Henderson & Mapp, 2010).

A School-Parent Compact will be used to ensure a clear understanding of both expectations as well as responsibilities for all involved. Components will include a statement of common understanding:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning;

(B) That parents are encouraged to be actively involved in their children's education at school; and

(C) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

The school parental involvement compact will be distributed to parents of participating children at the beginning of each school year (or upon enrollment) and made available to the local community. We will jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement plan. In addition, we will use the findings of the parental involvement plan evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement plan/compact at least annually. The Academy will develop and maintain strong connections with community resources to enhance the school's capacity to support its students. The following community resources will be integrated into the school's design and are samples of what will be available to students and parents.

Community Resources for Students	Community Resources for Parents
100 Black Men Mentoring – mentoring male students	Local English Classes for Non-English Speaking Parents
Theodore Johns Library	City – Wide, Onsite Health Fairs
Lamar University	Employment Assistance
YMCA	Housing Assistance for Low-Income Families

Attachment O.8 includes preliminary memoranda of understandings specifying the nature, purposes, terms, and scope of services for the partnerships.

Start-Up & Ongoing Operations

1. Provide, as **Attachment O.9,** a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.
2. Explain the school's plan to provide transportation services for students with IEPs mandating transportation. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for the safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

NOTE: TEC §12.109 An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Start-Up & Ongoing Operations. **Attachment O.9** consists of a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals, and it is aligned to the start-up budget.

The school **will provide transportation services** for students with IEPs mandating transportation by providing parents with the option to receive reimbursement for mileage. This option will be discussed and, if agreeable, included as part of the IEP for the effected student. If the parent declines this option, the school will contract with an approved transportation provider in the area.

In addition to daily transportation needs, the school plans to meet transportation needs for field trips and athletic events. We will contract with an approved transportation provider in the area on an "as needed" basis.

If the charter is awarded, the school will work with Region 5 ESC's Emergency Management Coordinator to **develop a safety and security plan for students, the facility, and property** during the preparation year. This plan will include state and federal mandates. We will also follow the national framework and develop prevention, mitigation, preparedness, response and recovery policies, procedures and protocols.

Operational Staff Capacity

1. Identify the key members of the school's operational leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, operations. and/or management, and will thus share responsibility for the school's operational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners. Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
   a. Staffing;
   b. Parent and community engagement;
   c. Professional development;
   d. Performance management;

e. PEIMS management; and
f. General operations.

2. Identify the superintendent and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment O.10,** the qualifications, resume/curriculum vitae, and professional biography for this individual.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Operational Staff Capacity. The **school's operational leadership team** will be responsible for day-to-day administration non-instructional services. This team will consist of the Business Manager/Accountant and Manager-Planning & Project Coordinator and PEIMS Coordinator. Reporting to the Superintendent and Principal, this team will be responsible for all matters of school administration that do not directly relate to instruction or student behavior. This team will take on a variety of operational responsibilities from overseeing the development and implementation of the school budget to gathering and analyzing school data to ensuring that the school has sufficient materials to serve the students. As indicated in their job descriptions, we will hire a Business Manager/Accountant with at least three years of experience in: (1) operations management experience; (2) financial oversight and budgetary tracking to support strategic growth; and (3) setting priorities and guiding investment in people and systems. Our Manager-Planning & Project Coordinator will have experience in: (1) directing, organizing and controlling project activities; and (2) researching, locating and securing external funds. Other operational tasks and responsibilities and **collective qualifications** include:

- Staffing – The Superintendent under the guidance of the board with input from other members included in the instructional leadership team will be responsible for hiring staff. This team will be trained, if needed, on effective interviewing and training skills.
- Parent and community engagement – The Principal working with all staff will coordinate the parent and community engagement activities. Collective qualifications for this group will consist of having the skills to effectively communicate and work with parents as equal partners; and understanding the needs and concerns of the parents of the students attending the school.
- Professional development – The Principal working with the Instructional Coach will coordinate teacher professional development. This team will be required to develop a training resource list as well as having the ability to attend turn-key training and deliver in-house professional development. Other staff development will be determined by mandates, requirements and needs assessments.
- Performance management - The school's instructional leadership team consisting of the superintendent, principal, and Instructional Coach will be responsible for managing data and monitoring performance. This team will be required to be skilled at data collection, analyzes, and facilitating change and modifications based on data.
- PEIMS management - The school will hire a PEIMS Coordinator that will be responsible for ensuring that all PEIMS data is entered correctly; running various reports as needed

by the state; and maintain PEIMS information and documentation. We will hire a coordinator with PIEMS and or data management experience.

All staff will be required to have at least three years of experience in their assigned duties. **Individual experiences, qualifications, and credentials** are outlined in **Attachments E.3 and E.4**.

Dr. Johnny Brown has been identified as the school's superintendent. Dr. Brown's leadership, vision, and strategic thinking are evidenced from his past appointments. He has served as Superintendent in urban districts with student enrollment ranging from as many as 38,000 to 100,000; and managed budgets from twenty million to 1 billion dollars. He is familiar with the Montessori methods and believes that allowing children to learn at their own, teacher-guided, individual pace is an effective approach developing and preparing students for the challenges and opportunities of today and tomorrow. Several notable accomplishments of Dr. Brown include:

Academic Leadership:
▪ Improved TAKS & STAAR scores for several districts
▪ Increased graduation rates for several districts
▪ Leadership for successful international accreditation from SACS/CASI
▪ Re-designed curriculum focus and instructional practices in several districts
▪ Implemented professional learning communities program across several states as leader
▪ Increased graduation rates in each district served as leader
▪ Reduced dropout rates as Principal and Superintendent in every position served
▪ Increased number of schools meeting AYP in multiple districts
▪ Initiated Response to Intervention programs in Texas and other states
Organizational Leadership:
▪ Increased fund balance for several districts
▪ Superior FIRST rating for last five of six years as Superintendent and above average the other year
▪ Led projects to renovate or build facilities in several districts
▪ Passed bonds for school facility improvements and executed projects on time and in budget
▪ Led efforts to reduce budgets in several districts, thereby balancing the budget
▪ No audit findings for last several years as Superintendent, and no material weaknesses
▪ Implemented new student management system for ease in scheduling and management
▪ Increased parental and community involvement in several districts as leader
▪ Increased business and college partnerships in several districts and states
▪ Implemented dual language, two way immersion, and ESL programs as leader
▪ Leadership to increase awareness and appreciation of and support in funding for the arts
▪ Implemented summer recreation programs as leader in several districts

Attachment O.10 outlines Dr. Brown's qualifications, resume/curriculum vitae, and professional biography.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Three - Governance Plan

Legal Status and Governing Documents

1. Describe the sponsoring entity's legal status, including the type of entity and corporate qualifications, if applicable. Submit any governing documents beyond those provided with the Eligibility Documentation which are already adopted, such as board policies, in **Attachment G.1**.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

SECTION THREE – GOVERNANCE PLAN

Legal Status and Governing Documents. Jehovah Jireh Village Community Development Center, Inc. (JJV) a non-profit, 501c3 organization, was founded in 2007 to assist disadvantaged individuals and their families with their various and many needs. JJV is dedicated to partnering with communities and individuals to promote affordable home ownership, economic prosperity and personal empowerment. We lead and facilitate community collaborations among area churches, government entities, civic associations, and other non-profits. JJV's board policies are provided in **Attachment G.1, and if the charter is awarded, we will use TASB to develop all of our preliminary policies.**

Organization Charts

Submit, as **Attachment G.2,** organization charts that show the school governance, management, and staffing structure in: a) year one and b) at capacity. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

Governing Board

1. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.
2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
   a. the school will be an educational success and that annual school and student performance will be reported to students, parents, and the community;
   b. the school will be an operational success, including complying with all required reporting, including attendance, PEIMS, governance, and grant reporting;
   c. the board will evaluate the success of the school and school leader; and
   d. there will be active and effective representation of key stakeholders.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the governing board will take place.
5. If this application is being submitted by an existing non-profit organization whose sole purpose is not the oversight of the charter school, respond to the following:
   a. Will the existing non-profit's board govern the new school/campuses, or has the school formed a new non-profit corporation governed by a separate board?
   b. If the non-profit's current board will govern the charter school/campuses, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties?

Describe the plan and timeline for completing the transition and orienting the board to its new duties.

c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment G.3,** the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will vacancies be filled? What are the priorities for recruitment of additional board members? What is the plan for training and development (should include a timetable, specific topics to be addressed, requirements for participation, and demonstrated compliance with TAC §100.1021.).
9. If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as provided above in Attachment A – Geographic Boundary).
10. Describe how a majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder meet the requirements of a qualified voter. (TEC§12.1202)
11. Discuss any litigation in which the sponsoring entity has been involved.
12. Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

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

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Governing Board. The **governance structure of the proposed school, includes the governing board, superintendent, and a site-based decision making team made up of teachers, parents and other community members**. Members of the governing board are listed in the table on page five. In addition to ensuring that the charter school community does not forget the school's vision and culture, their primary role will be to monitor the overall effectiveness of the school versus making daily decisions. **The board primary responsibilities** will be to: (1) set policies, (2) review and approve the educational philosophy and curriculum, (3) oversee the budget, (4) evaluate the Superintendent, and (5) define and refine its role in ensuring the school is successful.

The sponsoring entity and planning committee set the number of members on the governing board. These initial members were selected based on the Texas Education Codes' restrictions and them understanding the charter school's vision and mission and having a good sense of the local parents. If the charter is awarded we will establish terms of office, and the process by which they will be elected in the future. To assure continued effectiveness, the governing board will conduct annual evaluations of their own performance and meeting effectiveness.

The site-based decision making team will review educational plans, goals, performance objectives, major classroom instructional programs, and make recommendations. This team will also assist the superintendent and instructional leadership team in the development, evaluation, and annual revision of the school's improvement plan.

The Academy will **provide yearly progress reports to all stakeholders, to include parents and the community**. We will host an annual end-of the year meeting that will serve dual purposes. Purpose one will be to report student and organizational performance. The second purpose will be to advertise and recruit for the upcoming school year.

We will assign duties to staff that will ensure that we will comply with all required reporting, including attendance, PEIMS, governance, and grant reporting.

Some of the board members were a part of the planning committee; others were consulted on various components of the school's design. After background checks have been completed, **transitioning the governing board will be the first task to complete during the preparation year** (also indicated in Attachment O.9). Each board member will be required to participate in Region 5 ESC's board trainings.

JJV is a non-profit with many community projects. We have a governing board that will continue to oversee our community projects. While being the sponsoring entity, **we established a separate board for the school.** Distinct boards will be used because oversight of our community projects requires different expertise and knowledge than the kind needed to successfully manage the school. However the two boards are united on the school's vision. The table on page five outlines the reason each board member was selected. In addition, we did not want to overload our existing board with the added duties needed to successfully govern the school. The school's new board will operate independently from JJV's board. JJV's executive staff, were members of the planning committee and will serve on the school's board in order to bridge the gap between the two boards.

Each individual was selected because members of the planning committee having worked with the seven board members before, feel that each selected member has an understanding of: (1) The Academy's vision and mission; (2) The larger setting within which the charter school will exist; and (3) A good knowledge of state and federal education laws.

The **school's first governing board, in conjunction with JJV ,will be responsible for establishing bylaws** to include the number of members on the governing board (after year 1), their terms of office, and the process by which they will be elected. They will also develop ethical standards and procedures for identifying and addressing conflicts of interest. **Attachment G.3** provides and outline of the policies for: (1) the code of ethics, (2) conflict of interest, and (3) filling vacancies with priorities for recruitment of additional board members. Also included in **Attachment G.3 i**s the plan for training and development of the board with a timetable, specific topics to be addressed, requirements for participation, that are in compliance with TAC §100.1021.).

A majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder must be qualified voters. The Academy will require for each member of the charter school's board to be United States citizen that resides in Jefferson County, is over eighteen years of age and a qualified voter.

JJV has never been involved in any litigation, and has never been sanctioned by any state regulatory agency.

Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Advisory Bodies. Following the Texas Education Code, the board will adopt a policy to establish a campus level planning and decision making process that will involve the professional staff of the school, parents, and community members in establishing and reviewing the educational plans, goals, performance objectives, and major classroom instructional programs. This team will be the site-based decision making team (SBDM and will provide input in six areas in order to improve student achievement:

1. Planning
2. Budgeting
3. Curriculum
4. Staffing Patterns
5. Staff Development
6. School Organization

This team will meet periodically with the board, or the board's designee, to share their deliberations. This team will also hold at least one public meeting each year, after receipt of the annual school's performance report to discuss performance objectives. The board will ensure that the SBDM team is actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the campus level.

Grievance Process

1. Explain the process that the school will follow should a parent, student, or employee have an objection to a governing board policy or decision, administrative procedure, or practice at the school and the method used to communicate the grievance policy to said individuals.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Grievance Process. An individual or group with a complaint or concern shall request a conference with the appropriate administrator within ten (10) business days of the event or action that is the subject of the complaint. The administrator shall hold a conference with the individual within five business days of the request. The administrator shall then have five business days following the conference within which to respond. If the complaint is not resolved to the complainant's satisfaction at the first level, the complainant may request a conference with the Superintendent or designee. The request must be filed within five business days following receipt of a response or, if no response is received, within five business days of the response deadline. The Superintendent or designee shall hold the conference within five business days after receiving the request. Prior to or at the time of the conference, the complainant shall submit a signed written complaint that includes a signed statement of the

complaint, any evidence in its support, the solution sought, and the date of the conference with the administrator. The Superintendent or designee shall have five business days following the conference within which to respond. If the outcome of a conference with the Superintendent or designee is not to the complainant's satisfaction or if the time for a response has expired, the complainant may submit to the Superintendent or designee a request to place the matter on the agenda of a future Board meeting. The request shall be in writing and must be filed within five business days of the response or, if no response is received, within five business days of the response deadline. The Superintendent shall inform the complainant of the date, time, and place of the meeting. The presiding officer shall establish a reasonable time limit for complaint presentations. The Board shall hear the complaint and shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If a complaint involves concerns or charges regarding an employee, the Board may hear it in executive session unless the affected employee requests that it be heard in public.

COMPLAINTS AGAINST THE BOARD A complaint about a school board can be filed in writing with the TEA Complaints Division.

COMPLAINTS AGAINST ADMINISTRATOR Complaints alleging a violation of law may be made to the Superintendent or designee. Complaints alleging a violation of law by the Superintendent may be made directly to the Board or designee.

METHOD USED TO COMMUNICATE THE GRIEVANCE POLICY The Academy will publicize the policy to students, parents, teachers, administrators, and other employees, including information on how and where complaints may be filed. Pertinent information about the complaint procedures will also be provided in languages other than English. The Academy will ensure that information about complaint procedures is effectively communicated to persons with disabilities. We will abide by Title II of the Americans with Disabilities Act which requires public entities (such as public school districts) to ensure that their communications with participants and members of the public with disabilities are as effective as their communications with others.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Four - Financial and Business Plan

Facilities

1. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for building or renovations, timelines, and financing.
2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment F.1**. Briefly describe the facility including location, size, and amenities. You may also include in **Attachment F.1**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to follow applicable city planning review procedures. Describe the basic facilities requirements for accommodating your school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
3. Explain your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room (describe amenities such as kiln), computer labs, library/media center, performance/dance room, auditorium, and other (list).
4. Explain your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supply/storage spaces, teacher work rooms, or other (list).
5. Describe facility elements essential to fulfillment of the core athletic program gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, or other (please list).
6. Identify any other significant facilities needs not already specified, including such as playgrounds, large common space for assemblies and other large group meetings, or other special considerations (identify and explain).
7. Does the applicant have a specific desired location(s)? ☒ Yes ☐ No
   If yes and the applicant has a specific facility under consideration, identify past or current usage and/or neighborhood (you may add rows to the table as needed).
   Desired Location(s): _____

NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an E rating for their facility. The certificate must be issued by the appropriate local authority.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

SECTION FOUR - FINANCIAL AND BUSINESS PLAN

Facilities The sponsoring entity will lease the building from Antioch Baptist church for $12,000 a month. The school will be located on the south side of Beaumont Texas right off of Interstate 10, allowing easy access to the school. The handicapped accessible, 26,000 Sq. Ft., two-story facility consists of 18 fully furnished classrooms, 18 offices which can be converted into additional classrooms, computer lab with 30 work stations, a large multipurpose room with projector, screen, speakers, 2 conference rooms, a café, 5 restroom areas, WiFi, 18 security cameras inside and outside, PA/bell system and 6 exits. The activity center has a 3,000 square foot multi-purpose room that can be utilized for a gym and various physical education activities (portable basketball goals, volley ball nets, etc.).

The school also has access to the YMCA which is a few yards from our facility that has a full sized basketball court, pool access, football field, soccer, and baseball field. **Attachment F.1** provides more information on the school's facilities.

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the TEA and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report on its website.
5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Financial Plan We understand that as a public charter school it is our responsibility to be exemplary stewards of the community's children. In the same way, it is also our responsibility to be fiscally responsible and good stewards of the public funds entrusted to the charter. The driving force behind our budget is the mission of our charter, with a primary goal of aligning our resources to support the student-teacher relationship and teaching and learning in the classroom. In accordance with The Texas Education Code (TEC) and The *Financial Accountability System Resource Guide* (*FASRG*), The Royal Ambassador Academy will be accountable and provide effective management of district funds in all areas including financial planning, accounting, accounts payable, purchasing, and payroll. A standard school fiscal accounting system will be adopted and installed. The accounting system will conform with the Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements. Wherever possible, we will use computerized management techniques and services to improve budget preparation and financial control within the system. The charter board will adopt policies to ensure internal controls and that the charter meets all legal requirements for financial planning, accounting, purchasing, payroll, and all other aspects of financial oversight. Policies will include areas such as: fiscal management and ethics; adoption of the annual operating budget and amendment process; financial reports; accounting practices; inventories; payroll; purchases and acquisitions; property disposal; contracted services; safety/risk management; insurance; investing; and any other related areas.

The Superintendent, with years of experience, working collaboratively with the board, will be responsible for the development of long term financial plans for the allocation of resources projected for the charter. The charter board, with guidance from the superintendent, will annually adopt a balanced budget in support of the school's mission and vision for students. The budgeting process will include three phases: planning, preparation and evaluation.

- For the **planning** phase, the superintendent will provide the board with the necessary background information to plan a budget that is balanced and effectively and efficiently meets the needs of the students.
- The superintendent and staff will then **prepare** a budget that reflects the school's goals and priorities for board approval. The budget must be adopted before expenditures will be made. The budget will be itemized and include the classification and purpose of expenditures and will be prepared according to the established rules and regulations for charters. The adopted budget will be filed with TEA through PEIMS. The school district's board minutes will be used to record the adoption of the budget and any amendments which may follow.
- Once approved, the superintendent and principal will be responsible for **implementation** of the board approved budget. The business manager/accountant will be responsible for oversight of the **day-to-day financial management** of the approved budget, including the management of all aspects of the receipt, disbursement, reimbursement, investment, control, and reporting of the fiscal resources of The Royal Ambassador Academy.
- With the assistance of the business manager, the superintendent, will provide the board with **monthly financial reports**. In addition, the superintendent will recommend for board approval any necessary **budget amendments**. These amendments will be presented, as needed, throughout the year for approval by the board as part of a regular board meeting.
- Beginning in the spring of each year, the board and superintendent will **evaluate the budget** and **begin the cycle anew**, making changes and adjustments as needed to address any changes in projected student enrollment, staffing needs, program changes, changes in projected funding, and the **realignment of funds** with any new priorities established by the board and superintendent.

In accordance with TEC 44.008(a), a financial audit (including accounting documents and records) will be performed annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. The auditor will be selected through an RFP process, in accordance with established board policies. As required, the annual financial and compliance report will be submitted to TEA in both paper format and electronic format. The electronic format submission will consist of two parts with the first being the submission of the GASB audit data. The second part will include the annual financial and compliance report. The financial audit will be provided no later than the 150th day after the end of the fiscal year.

The Royal Ambassador Academy is committed to financial transparency. As a charter, we will ensure transparency with TEA and our school community. Our budget will be adopted as part of an open, public board meeting and submitted to TEA through the PEIMS system, as required. Public hearings will be held as part of the budget adoption process, allowing input from parents and community members. To make our financial information more accessible to our parents and the general public, our budget & financial information will be available online. Posted documents will include our annual budget, our budget process and timeline, the annual financial report/audit, monthly financial reports, our Financial Integrity Rating System of Texas (FIRST) report, and other related information.

We do not plan to outsource any day-to-day business services. Under the supervision of the superintendent, the business manager/ accountant will be responsible for the day-to-day financial operations of the charter including accounting, purchasing, and payroll. We will contract annually for the required financial audit. The independent auditor will be selected through an RFP process in accordance with established board policies, with the final selection being recommended by the superintendent and approved by the board.
Attachment F.2 includes (a) a copy of the most recent unqualified audit report for the sponsoring entity, Jehovah Jireh Village Community Development Center, Inc.; (b) a credit report for Jehovah Jireh Village Community Development Center, Inc.; and (c) the most recently filed (IRS) Form Attachment F.3 is our completed Financial Plan Workbook. A detailed budget narrative is also included as Attachment F.4.

6. Provide, as **Attachment F.2**, the following documents for the sponsoring entity:
   a. **For organizations in existence for one or more years**: a copy of the most recent unqualified audit report.

      --OR—

      For organizations less than one year old: If an audit report is not available, provide an unaudited financial report that includes a statement of financial positions, a statement of activity, and a cash flow statement (inception to date).
   b. A credit report of the sponsoring entity.
   c. The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ.
7. Provide the completed Financial Plan Workbook as **Attachment F.3**, in developing your budget. It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of $5,381 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.
8. As **Attachment F.4**, present a detailed budget narrative which includes description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include in **Attachment F.4** any commitments of financial support/pledge letters from parents or other sources.
   a. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.
   b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
   c. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Business Management Capacity

1. Identify the key members of the school's business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school's financial success. These may include

current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:

a. Financial management;
b. Fundraising and development; and
c. Accounting and internal controls.

2. Describe the sponsoring entities' capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Business Management Capacity The school's business leadership team will consist of the JJV's Board of Trustees and the school's Board of Directors and Superintendent. The proposed superintendent has managed multi-million budgets and facilitated fundraising and guided the construction of new-school facilities and renovations of those needing improvements (see Attachment O.10 for more information).

Jehovah Jireh Village Community Development Center, Inc. has seven years of experience in facility's acquisition and management. From 2007-2010, JJV was awarded several contracts to build a neighborhood to include the infrastructure and thirty-six homes for low to moderate-income families. From 2009-2011, JJV took over the local YMCA which was in existence for decades and in jeopardy of closing. The staff began to manage the facility and made a tremendous impact within the community. For two years, JJV created and operated successful youth camps for over 200 children. JJV offered various programs to meet the needs of the entire family ranging from health initiatives, educational seminars, community development workshops, and business development courses. In 2010-2011, JJV was the co-developer that constructed a 126-townhome community for low to moderate-income families. In 2011, JJV was the co-developer which constructed a 26,000 square foot activity center and opened in 2012. Under the leadership of the JJV staff, many community development programs were held. From financial literacy and home buyer education courses to anti bullying programs, JJV has positively impacted hundreds of families to improve the lives of Beaumont's residents and struggling neighborhoods. The center will ultimately serve as the Royal Ambassador Academy Charter School.

The JJV's Board of Trustees along with the school's superintendent have the capabilities to provide substantial and ongoing development, governance, and management to ensure the school's financial success.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Five - Applications Involving Charter Management Organizations

This section is required for any applicant that proposes to partner with a charter management organization (CMO).

DELETE SECTION 5 IF YOUR APPLICATION DOES NOT INCLUDE A CMO PARTNER.

NOTE: A CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.
NOTE: If an applicant is unsure as to whether or not a particular section is required, it is the applicant's responsibility to contact the TEA for clarification.

Answer each item below as applicable to the CMO and sponsoring entity's relationship. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question is fully addressed elsewhere in the application, the applicant should so state and explain why, referencing that response and including a page reference.

Overview

1. **CMO Vision and Mission.** Provide the vision and mission of the management company.
2. **Student Populations and Educational Need.** Describe the portfolio in terms of the student populations and educational needs of the schools currently serviced by the CMO.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

CMO Selection

1. Explain the decision to contract with a CMO rather than operate the school directly.
2. Explain how and why this CMO was selected, including when and how the applicant learned of the CMO, which other CMOs were considered, why the CMO was selected over other CMOs, and what due diligence was conducted.

NOTE: If at some point, the charter holder plans to enter into an agreement with the management company, the contract for services must be approved by the commissioner of education at least 30 calendar days prior to any performance or payments under the contract. See 19 TAC, §100.1155.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

CMO Track Record

1. Explain the CMO's success in serving student populations similar to the target population of the school/campuses proposed in this application. Describe the CMO's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Summarize information from reference checks conducted regarding the CMO, identifying each reference.
2. List and explain any contractual obligations that the proposed CMO failed to meet in the past five years.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Legal Relationships

1. Provide evidence that the board is independent from the CMO and self-governing, including evidence of independent legal representation and arm's-length negotiating.

2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, the CMO, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the CMO, and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.
5. Explain the supervisory responsibilities of the CMO (if any), including which school employees the CMO will supervise, how the CMO will supervise these employees, and how the governing board will oversee the CMO's supervisory responsibilities. Additionally, explain how these employees will be reported in PEIMS.
6. If the school's governing board intends to enter into a lease with the CMO or any of its affiliates, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility agreements must be consistent with Texas state statutes and the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance. TEC §12.121, TAC §100.1033(c)(7)(C)(i-vi)

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the CMO.
2. Describe the scope of services and costs of all resources to be provided by the CMO.
3. Describe the oversight and evaluation methods that the governing board will use to oversee the CMO. What are the school-wide and student achievement results that the CMO must achieve? How often, and in what ways, will the board review and evaluate the CMO's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the CMO's performance? What are the conditions, standards, and procedures for board intervention, if performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the CMO.
5. Describe the respective financial responsibilities of the governing board and the CMO. Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
6. What is the term of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the CMO and the school must satisfy for the management agreement to be renewed. On what grounds may the CMO or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.
7. Describe the plan for the operation of the school in the event of termination of the management agreement.

8. Provide as **Attachment MO.1** a term sheet and draft of the proposed management agreement with the CMO.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Expansion Management

1. Explain any shared or centralized support services the organization will provide to the school/campuses in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? Using the table below, summarize CMO-level and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	CMO-level Decision-Making	School-level Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

We are not a Charter Management Organization.

2. Provide, in **Attachment MO.2**, the following CMO organization charts, clearly indicating how they interface with the charter school organization charts:
   a. Year 1 organization as a whole
   b. Year 3 organization as a whole
   c. Year 5 organization as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and the CMO.

3. Explain how the relationship between the governing board, CMO, and school administration will be managed. Clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Leadership Pipeline

1. Describe the CMO's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years, regardless of location, if applicable.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Campus Staff Structure

1. Explain how the relationship between the school leadership team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" campus.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Performance Management

1. Describe the CMO's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the CMO's process for monitoring performance of the portfolio as a whole. What actions will you take if the organization in Texas, or as a whole, fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Performance Evaluation Information

1. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school in which services were provided by the CMO in the last five years, and explain how such deficiencies or violations were resolved.
2. Identify any current or past litigation, including arbitration proceedings, per campus, that has involved the CMO or any school it operates. If applicable, provide in **Attachment MO.3:** (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

NOTE: The TEA will use the information in this section, along with the information provided in the Portfolio Summary, to assess the academic, organizational, and financial performance record of the organization and its schools. The CMO must provide all of the requested information for all of its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

Business Plan

1. **Nonprofit Charter Management Organizations.** Provide, for the organization as a whole and any related business entities, as **Attachment MO.4:**
   a. The last three years of independent financial audit reports and management letters; and
   b. The most recent internal financial statements, including balance sheets and income statements.
   Be sure that the CMO level and the overall operations are distinctly represented.

   Discuss any material audit findings for your organization or any campus that you operate.

   --OR--

   For-profit Charter Management Organizations. Provide, as **Attachment MO.4**:
   a. The last three years' financial statements to be reviewed confidentially; and
   b. The most recent internal financial statements, including balance sheets and income statements.
   Be sure that the CMO level and the overall operations are distinctly represented.

   Discuss any material audit findings for your organization or any school that you operate.

NOTE: For operators with multiple campuses, TEA requires individual charter and organization-level financial budgeting, reporting, and annual audits. Each charter operator's finances must thus be transparent and distinct from the CMO level.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not a Charter Management Organization.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Six - Applications from Out of State Operators

This section is required for any sponsoring entity that has an out of state governing board currently operating charter school(s) (either directly managed or schools/campuses managed under a contract with an independent governing body) in states other than Texas.

DELETE SECTION 6 IF YOUR APPLICATION DOES NOT INCLUDE AN OUT OF STATE OPERATOR.

NOTE: Out of state applicants must have a local (Texas) governing board.

Answer each item below as applicable to your out of state board. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question is fully addressed elsewhere in the application, the applicant should so state and explain why, referencing that response and including a page reference.

Organization Mission

1. Provide the mission of the out of state organization, and explain how expansion into Texas fits within this mission.
2. Provide an overview of the organization's strategic vision, desired impact, five-year growth plan, and rationale for developing a charter school in Texas and if applicable, in any other states. Include the following information, regardless of school location: proposed year(s) of opening; number and types of schools (grade configurations); pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not an out-of-state Operator.

Expansion Management

1. Identify the organization's leadership team and their specific roles and responsibilities.
2. Explain any shared or centralized support services the organization will provide to the school in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specify service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract provided as **Attachment MO.1** above.)
3. Using the table below, summarize organization-level decision-making and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Organization-level Decision-Making	School-level Decision-Making
Performance Goals		
Curriculum		
Professional Development	**We are not an out-of-state Operator.**	
Data Management/ Interim Assessments		
Promotion Criteria		
Culture		

Budgeting, Finance, and Accounting		
Student Recruitment		
Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

4. Explain how the relationship between the governing board and school administration will be managed. Clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance. TEC §12.121, TAC §100.1033(c)(7)(C)(i-vi)

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not an out-of-state Operator.

Performance Evaluation Information

1. Provide data summary sheets for student academic accountability performance for each school the organization operates. As **Attachment OS.1** submit a PDF of the charter's state performance data from all applicable states for all charter schools currently in operation. Using the portfolio summary template (Excel) submit relevant accountability data.
2. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention, including shortened or conditional renewals, with any school operated by the organization in the last five years, and explain how such deficiencies or violations were resolved. List any schools that were previously approved by any authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

3. Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates. If applicable, provide in **Attachment OS.2:** (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

NOTE: The TEA will use the information in this section, along with the information provided in the Portfolio Summary, to assess the academic, organizational, and financial performance record of the organization and its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and independent financial audits reports.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not an out-of-state Operator.

Business Plan

1. Provide, as **Attachment OS.3**, the organization's annual reports for the last two years and any current business plan for the organization.
2. In addition to the information provided in the Financial and Business Plan, provide, for the organization as a whole and any related business entities, as **Attachment OS.4:**
   a. The last three years of independent financial audit reports and management letters; and
   b. The most recent internal financial statements, including balance sheets and income statements.

   Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

We are not an out-of-state Operator.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Attachment A: Geographic Boundaries

The Royal Ambassador Academy Geographical Boundaries

District	City	County	Enrollment
Beaumont	Beaumont	Jefferson	19,870
Hamshire-Fannett	Hamshire	Jefferson	1,733
Hardin-Jefferson	Sour Lake	Hardin and Jefferson	2,039
Lumberton	Lumberton	Hardin	3,894
Nederland	Nederland	Jefferson	5,026
Port Arthur	Port Arthur	Jefferson	9,110
Port Neches-Groves	Port Neches	Jefferson	4,711
Silsbee	Silsbee	Hardin	2,820

Attachment B: Mail Receipts

Attachment B

Mail Receipts

1. Harmony Science Academy
2. Lumberton ISD
3. Tekoa Academy
4. Port Neches Groves ISD
5. Silsbee ISD
6. Port Arthur ISD
7. Texas Medical Board
8. Representative Joe Deshotel
9. Harding Jefferson ISD
10. Erhart School
11. Rep. Allan Britter
12. Nederland ISD
13. Dr. Tim Chargois
14. Honorable Senator Robert Nichols
15. Hampshire Fannett ISD
16. Representative James White
17. Representative Craig Eiland
18. BOB Hope Charter School

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Harmony Science Academy
Dr. Soner Tarim
4055 Calder Av.
Beaumont, TX 77706

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X R Bell ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
2/19/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0087

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Lumberton ISD
Mr. John Valestro
121 South Main St.
Lumberton, TX 77657

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Mary Elliott ☒ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
Mary Elliott 2-20

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0094

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Tekoa Academy
Mr. Ronnie Cinder or
Dr. Paula Richardson
326 Thomas Blvd.
Port Arthur, TX 77640

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Karen Carter ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
Karen Carter 2-24-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0117

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Port Neches - Groves ISD
Dr. Rodney Carness
620 Avenue C
Port Neches, Tx
77651

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Bonnie Jennings ☐ Agent ☐ Addressee

B. Received by (*Printed Name*) C. Date of Delivery
2-20-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (*Extra Fee*) ☐ Yes

2. Article Number
(*Transfer from service*) 7013 1090 0002 2301 0124

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Silsbee ISD
Mr. Richard Bain
415 Hwy 327 West
Silsbee, Tx 77656

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (*Printed Name*) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (*Extra Fee*) ☐ Yes

2. Article Numbe
(*Transfer from service label*) 7013 1090 0002 2301 0100

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Port Arthur ISD
Dr. Mark Porterie
4801 9th Av.
Port Arthur, Tx 77642

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (*Printed Name*) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (*Extra Fee*) ☐ Yes

2. Article Number 7013 1090

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Port Neches-Groves ISD
Dr. Rodney Carness
620 Avenue C
Port Neches, TX 77651

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Bonnie Jennings ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery
2-20-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0124

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Silsbee ISD
Mr. Richard Bain
415 Hwy 327 West
Silsbee, TX 77656

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [illegible] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0100

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Port Arthur ISD
Dr. Mark Porterie
4801 9th Av.
Port Arthur, TX 77642

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [illegible] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0131

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Texas Medical Board
Pre Licensue Registration
Consumer Services
P O BOX 2029
Austin, Tx 78768-2029

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) TEXAS MEDICAL BOARD | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☒ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 0600 0001 9193 8462

PS Form 3811, August 2001 Domestic Return Receipt 2ACPRI-03-F-1838

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Joe
Deshotel
One Plaza Square,
Suite 203
Port Arthur, TX
77640

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Misty Simon ☐ Agent ☐ Addressee

B. Received by (Printed Name) Misty Simon | C. Date of Delivery 2/18/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0186

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Hardin-Jefferson ISD
520 W. Herring St.
Sour Lake, TX 77659

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Terry McClain ☒ Agent ☐ Addressee

B. Received by (Printed Name) Terry McClain | C. Date of Delivery 2/20/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☒ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0162

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Erhart Schell
Dr. Lynn Itogg
3380 Fannin Street
Beaumont, TX 77701

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Angelita Alvarez ☐ Agent ☒ Addressee

B. Received by (Printed Name): Angelita Alvarez
C. Date of Delivery: 2-19-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number
(Transfer from service label) 7013 1090 0002 2301 0506

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Representative Allen Fitter
P.O. Box 1263
Nederland, TX 77627

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x A. McLeod ☐ Agent ☐ Addressee

B. Received by (Printed Name): A. McLeod
C. Date of Delivery: 2-20-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number
(Transfer from service label) 7013 1090 0002 2301 0452

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Nederland ISD
Mr. Rob Mudding
220 17th Street
Nederland, TX 77627

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x ☐ Agent ☐ Addressee

B. Received by (Printed Name)
C. Date of Delivery: 2/19/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number
(Transfer from service label) 7013 1090 0002 2301 0155

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Tim Chagdis
B150
3395 Harrison Av.
Beaumont, TX 77706

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number
(Transfer from service lab 7013 1090 0002 2301 0483

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Honorable Senator
Robert Nichols
P.O. Box 12068
Capitol Station
Austin, TX 78711

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

FEB 24 2014

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0445

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Hamshire-Fannett ISD
P.O. Box 223
Hamshire, TX 77622

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Josh Roem ☐ Agent ☐ Addressee

B. Received by (Printed Name) Joshua Roem | C. Date of Delivery 2-21-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0179

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Representative James White
Room E.2720, Capitol Extension
P.O. Box 2910
Austin, TX 78768

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X S.B. ☑ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 2-24-14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7013 1090 0002 2301 0469

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Representative Craig Eiland
9702 E. Lowery Expressway
Texas City, TX 77591

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X
☐ Agent
☐ Addressee

B. Received by *(Printed Name)* Wallace
C. Date of Delivery 2/24/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number
(Transfer from service label) 7013 1090 0002 2301 0476

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Bob Hope Charter School
Mr. Bobby Lopez
2849 Ninth Ave
Port Arthur, TX 77642

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X
☐ Agent
☐ Addressee

B. Received by *(Printed Name)*
C. Date of Delivery 2/19/14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number
(Transfer from service label) 7013 1090 0002 2301 0070

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7013 1090 0002 2301 0179

U.S. Postal Service™
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HAMSHIRE TX 77622

OFFICIAL USE

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To: Mrs Pamela Morris
Street, Apt. No.; or PO Box No.: PO Box 223
City, State, ZIP+4: Hamshire, TX 77622

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0186

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

PORT ARTHUR TX 77642

OFFICIAL USE

Postage	$ $1.19	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.19	02/18/2014

Sent To: Rep. Joe Deshotel
Street, Apt. No.; or PO Box No.: One Plaza Square, Suite 203
City, State, ZIP+4: Port Arthur, TX 77640

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0445

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

AUSTIN TX 78711

OFFICIAL USE

Postage	$ $1.19	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.19	02/18/2014

Sent To: Honorable State Senator Robert Nichols
Street, Apt. No.; or PO Box No.: P.O. Box 12068
City, State, ZIP+4: Austin, TX 78711 Capitol Station

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0452

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

NEDERLAND TX 77627

OFFICIAL USE

Postage	$ $1.19	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.19	02/18/2014

Sent To: Representative Allan Ritter
Street, Apt. No.; or PO Box No.: P.O. Box 1265
City, State, ZIP+4: Nederland, TX 77627

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0469

U.S. Postal Service™
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AUSTIN TX 78768

OFFICIAL USE

Postage	$ $1.19	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.19	02/18/2014

Sent To: Representative James White
Street, Apt. No.; or PO Box No.: Room E.2720 Capitol Extension
City, State, ZIP+4: P.O. Box 2910 Austin, TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0476

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

TEXAS CITY TX 77591

OFFICIAL USE

Postage	$ $1.19	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.19	02/18/2014

Sent To: Representative Craig Eiland
Street, Apt. No.; or PO Box No.: 9702 E. Lowery Expressway
City, State, ZIP+4: TX City, Texas 77591

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0070

U.S. Postal Service™
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PORT ARTHUR TX 77642

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Mr. Bobby Lopez
Street, Apt. No.; or PO Box No. 2849 Ninth Av.
City, State, ZIP+4 Port Arthur, TX 77642

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0100

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SILSBEE TX 77656

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Mr. Richard Bain
Street, Apt. No.; or PO Box No. 415 Hwy 327 West
City, State, ZIP+4 Silsbee, TX 77656

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0506

U.S. Postal Service™
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BEAUMONT TX 77701

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Dr. Lynn Hogg
Street, Apt. No.; or PO Box No. 3380 Fannin Street
City, State, ZIP+4 Beaumont, TX 77701

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0124

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SILSBEE TX 77656

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Dr. Rudney Carness
Street, Apt. No.; or PO Box No. 620 Avenue C
City, State, ZIP+4 Port Neches, TX 77651

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0483

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

BEAUMONT TX 77706

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Dr. Tim Chagdis
Street, Apt. No.; or PO Box No. 3395 Harrison Av.
City, State, ZIP+4 Beaumont, TX 77706

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0438

U.S. Postal Service™
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(Domestic Mail Only; No Insurance Coverage Provided)

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

BEAUMONT TX 77702

Postage	$ $1.19	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.19	02/18/2014

Sent To Senator Tommy Williams
Street, Apt. No.; or PO Box No. 2825 IH 10 East, Suite 100
City, State, ZIP+4 Beaumont, TX 77702

PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0155

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®
NEDERLAND TX 77627
OFFICIAL USE

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Mr. Rob Madding
Street, Apt. No.; or PO Box No. 220 17th Street
City, State, ZIP+4 Nederland, TX 77627
PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0117

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com®
PORT ARTHUR TX 77640
OFFICIAL USE

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Dr. Paula Richardson
Street, Apt. No.; or PO Box No. 326 Thomas Blvd
City, State, ZIP+4 Port Arthur, TX 77640
PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0162

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com®
SOUR LAKE TX 77659
OFFICIAL USE

Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Dr. Shannon Holmes
Street, Apt. No.; or PO Box No. 520 W. Herring St.
City, State, ZIP+4 Sour Lake, TX 77659
PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0094

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com®
NEDERLAND TX 77627
OFFICIAL USE

Postage	$ $1.61	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.61	02/18/2014

Sent To Mr. John Valestro
Street, Apt. No.; or PO Box No. 121 South Main Street
City, State, ZIP+4 Cumberton, TX 77655
PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0131

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Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Dr. Mark Porterie
Street, Apt. No.; or PO Box No. 4801 Ninth Av.
City, State, ZIP+4 Port Arthur, TX 77642
PS Form 3800, August 2006 See Reverse for Instructions

7013 1090 0002 2301 0087

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BEAUMONT TX 77706
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Postage	$ $1.40	0707
Certified Fee	$3.30	08
Return Receipt Fee (Endorsement Required)	$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $7.40	02/18/2014

Sent To Dr. Soner Tarim
Street, Apt. No.; or PO Box No. 4055 Calder Av.
City, State, ZIP+4 Beaumont, TX 77706
PS Form 3800, August 2006 See Reverse for Instructions

AUSTIN TX 78753 Zone-3 $1.19
First-Class Mail Large Env
2.00 oz.
Expected Delivery: Thu 02/20/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010469

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Issue PVI: $7.19

PORT ARTHUR TX 77642 Zone-1 $1.19
First-Class Mail Large Env
1.90 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010186

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Issue PVI: $7.19

NEDERLAND TX 77627 Zone-1 $1.19
First-Class Mail Large Env
2.00 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010452

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Issue PVI: $7.19

TEXAS CITY TX 77591 Zone-1 $1.19
First-Class Mail Large Env
1.90 oz.
Expected Delivery: Thu 02/20/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010476

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Issue PVI: $7.19

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Total: $131.94

Paid by:
VISA $131.94
Account #: XXXXXXXXXXXX2538
Approval #: 018230
Transaction #: 889
23903141307

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****
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First-Class Mail Large Env
2.80 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010094

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Issue PVI: $7.40

PORT ARTHUR TX 77642 Zone-1 $1.40
First-Class Mail Large Env
2.80 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010131

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Issue PVI: $7.40

SOUR LAKE TX 77659 Zone-1 $1.40
First-Class Mail Large Env
2.80 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010162

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Issue PVI: $7.40

BEAUMONT TX 77702 Zone-1 $1.19
First-Class Mail Large Env
2.00 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010438

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Issue PVI: $7.19

AUSTIN TX 78711 Zone-3 $1.19
First-Class Mail Large Env
2.00 oz.
Expected Delivery: Thu 02/20/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010445

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Issue PVI: $7.19

First-Class Mail Large Env
2.70 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010483
========
Issue PVI: $7.40

BEAUMONT TX 77701 Zone-1 $1.40
First-Class Mail Large Env
2.80 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010506
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Issue PVI: $7.40

PORT ARTHUR TX 77642 Zone-1 $1.40
First-Class Mail Large Env
2.80 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010070
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Issue PVI: $7.40

BEAUMONT TX 77706 Zone-1 $1.40
First-Class Mail Large Env
2.70 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010087
========
Issue PVI: $7.40

PORT ARTHUR TX 77640 Zone-1 $1.40
First-Class Mail Large Env
2.90 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010117
========
Issue PVI: $7.40

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777079998
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02/18/2014 (409)981-8620 03:48:42 PM
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Sales Receipt

Product Description	Sale Unit Qty Price	Final Price

HAMSHIRE TX 77622 Zone-1 $1.40
First-Class Mail Large Env
2.50 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010179
========
Issue PVI: $7.40

NEDERLAND TX 77627 Zone-1 $1.40
First-Class Mail Large Env
2.60 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010155
========
Issue PVI: $7.40

PORT NECHES TX 77651 Zone-1 $1.40
First-Class Mail Large Env
2.60 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010124
========
Issue PVI: $7.40

SILSBEE TX 77656 Zone-1 $1.40
First-Class Mail Large Env
2.80 oz.
Expected Delivery: Wed 02/19/14
Return Rcpt (Green Card) $2.70
@@ Certified $3.30
USPS Certified Mail #:
70131090000223010100
========
Issue PVI: $7.40

Attachment C: Board Affidavits

Governing Board

Name	Position	Reason the Individual is on the Board
Reverend John E. Adolph	President	Community leader and visionary
General Marvin Brailsford	Treasurer	Business experience and government leader
Dr. Johnny E.Brown	Superintendent	Experience as leader in education
Dr. Kenneth Evans	Board Member	Experience as leader in education, including higher education administration
State Representative Joe Deshotel	Secretary	Community and government leader
Judge Donald Floyd	Board Member	Community and government leader

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BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve **Royal Ambassador Academy**
2. Full name **Marvin D. Brailsford**

   Home Address **7445 Prestwick Drive, Beaumont, Texas 77707**

   Business Name and Address

   Phone Number **409-651-5908**

   E-mail address [redacted]

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (indicate Attachment number).

3. 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.

   ☒ Does not apply to me ☐ Yes

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

   I am interested in using my expertise to assist in the development and oversight a quality charter school.

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

   To protect the interest of the students. To offer authority and take responsibility for the operations of the charter school.

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

   I have military expertise with writing and winning contracts, leading groups of hundreds of personnel, securing financing and leading fundraising activities.

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

   I have expertise with hiring qualified personnel. I have experience with developing operational policies, developing budgets, and handling public relations.

School Mission and Program

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

The Royal Ambassador Academy will provide a well- rounded curriculum that stimulate every area of our students' academic growth ranging from arts to science and math.

Marvin D. Brailsford

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2. What is your understanding of the school's proposed educational program?
The Royal Ambassador Academy will be a Montessori academy that will include a STEAM curriculum that will encourage our students to learn at their individual level and expose them to a vast array of subjects and learning techniques.

3. What do you believe to be the characteristics of a successful school?
In order to be a successful school, there must be a strong partnership between staff and parents in order to provide a quality education and mold strong, exposed children.

4. How will you know that the school is succeeding (or not) in its mission?
By developing and implementing objectives, we will be able to monitor the school's progress and make adjustments as necessary. We will know that the school is succeeding by evaluating and tracking test scores and data to compare with the goals that were set by the charter school and TEA.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee the staff and students. It will monitor the finances and make sure the school is continually operating with integrity.

2. How will you know if the school is successful at the end of the first year of operation?
The board and staff will set goals for the first year. The board and school leadership will establish timelines to track the progress of the school and take appropriate corrective action to make sure the operations of the school is continually progressing.

3. How will you know at the end of four years of the school is successful?
The board and school leadership will work together to establish long term goals to work towards. The operations of the school will be monitored and evaluated each year. Students' test scores and overall school performance will be compared to state benchmarks.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board needs to be active and accessible to the staff and parents. The board needs to constantly monitor the finances, evaluate the educational program, develop community relations goals, evaluate the superintendent and staff, continuously plan and set organizational goals.

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

If a board member does not serve in the best interest of the school, disciplinary action will be taken in accordance to the board's policy and procedure.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I/we do not know these individuals ☐ **X** Yes
   Yes. I know the other members of the board through church and community involvement.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees ☐**X** Yes
   Dr. Johnny Brown who will be the superintendent for our charter school was a long term educator within the public school sector.

3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X☐ I / we do not know any such persons ☐ Yes

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. If the answer is in the affirmative, please describe any such relationship.
   X☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

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5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.
   X☐ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

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

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** No If so, please state the compensation you expect to receive.

   Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
    ☐ Yes ☐ **X**No If so, please state the compensation you expect to receive.

    Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

Marvin D. Brailsford

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11. 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 within 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** No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) 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** No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
☐ Yes ☐ **X** No If so, give details.

Marvin D. Brailsford

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I, MARVIN D. BRAILSford, 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 3/20/14

VERIFICATION

State of Texas

County of Jefferson

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

Subscribed and sworn to before me this 20th day of

MARCH, 20 14.

(Notary Public) Jewel G. Cooper

My commission expires July 25, 2017

(SEAL)

JEWEL G. COOPER
Notary Public, State of Texas
My Commission Expires
July 25, 2017

MARVIN DELANO BRAILSFORD

Lieutenant General
United States Army (retired)

Marvin D.Brailsford was born in Burkeville, Texas on January 31,1939. He graduated with honors from Prairie View A&M University in 1959 with a Bachelor of Science degree in Biology. He also holds a Master of Science degree in Bacteriology from Iowa State University. His educational pursuits also include completion of the Executive Program at the Graduate School of Business Administration, University of California, Berkeley; Harvard University's John F. Kennedy School of Government; the U.S. Army War College; the U.S. Army Command and General Staff College; the Chemical School Advanced Course and the Armor Officer Basic Course.

General Brailsford culminated his 33 years of military service as the Deputy Commanding General of the United States Army Material Command in 1992. During his Army career he held a variety of important command and staff positions including Commanding General of the U.S. Army Armament, Munitions and Chemical Command, the 59th Ordnance Group, the 60th Ordnance Group, the 101st Ordnance Battalion and staff assignments in Vietnam, Germany and the United States.

After his retirement from the Army, he served as President of Metters Industries, an information technology and systems engineering company. He is also a retired Vice President of Kaiser-Hill,a Limited Liability Company, that successfully accomplished the environmental clean–up of the Rocky Flats nuclear production facility near Denver, Colorado. Currently, he is the Chief Executive Office of the Brailsford Group, Incorporated, a management consulting company which he formed in 1995. General Brailsford is a director two publicly traded companies, Conn's Inc. and Illinois Tool Works, Inc.

He is actively involved in civic activities of his church, his community and his alma mater. He is a deacon of the Antioch Missionary Baptist Church and is currently leading a church project to build homes for low to moderate income families in Beaumont, Texas. He has served on several Advisory Boards in Beaumont, including the Small Business Advisory Council, the Community Block Grant Development Board and the Southeast Texas Community Development Corporation. He is also a Rotarian and member of Alpha Phi Alpha Fraternity. General Brailsford served on the Cabinet of PVAMU Capital Campaign which concluded in 2008. He is currently one of the founding trustees of the PVAM Foundation. He is also a life member of the National Alumni Association.

The Marvin D. and June Samuel Brailsford College of Arts and Sciences is named in honor of General Brailsford and his wife. He is also a recipient of the Defense Distinguished Service Medal, the Defense Superior Service Medal, the Army Distinguished Service Medal, the Legion of Merit Medal, the Bronze Star Medal, the Meritorious Service Medal with five oak leaf clusters, the Army Commendation Medal, Parachutist Badge and the Army General Staff Identification Badge.

He and his wife, June, have three children, Marvin Jr., deceased, Keith, and Cynthia Brailsford Jordan. They have two grandchildren, [redacted].

Marvin D. Brailsford

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BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve **Royal Ambassador Academy**
2. Full name **Kenneth R. Evans**
   Home Address
   Business Name and Address **Lamar University, 4400 MLK Blvd., Beaumont, Texas 77710**
   Phone Number
   E-mail address **Kevans4@lamar.edu**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (indicate Attachment number).

3. 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.
   ☒ Does not apply to me ☐ Yes

4. What was your motivation to serve on the board of the proposed charter school?
   I am supportive of the mission of the school and believe the community is in need of an alternative educational option such that this school will offer. I also believe it is important to foster links between the university and local public schools in the area.
5. What is your understanding of the appropriate role of a public charter school board member?
   The Board of Directors' role is to set policy, support the staff in setting goals, provide resources and oversight for assuring the goals are accomplished.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I am currently President of a major educational institution of higher learning in Southeast Texas, Lamar University. I have also served in other administrative capacities in several other universities around the nation. I have conducted extensive research and authored more than 70 journal articles on interpersonal influence, services marketing management and theory and other topics.
7. Describe the specific knowledge and experience that you would bring to the board.
   I have an extensive background in education administration which has led to my present role as President of Lamar University. Part of the role I serve is to assure success in various areas, inclusive of teacher preparation and curriculum development. My extensive research background and experience as administrator have prepared me to contribute in a number of areas important to the

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success of the Royal Ambassador Academy

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The school will provide an education alternative for elementary and middle school students who are interested in smaller class sizes, opportunities for hands-on skill building, support for social, emotional, and moral learning growth and development. The school will focus on the "whole child" in its programs and operations.

2. What is your understanding of the school's proposed educational program?
   The school will utilize a Montessori School approach, with focus on STEAM, or science, technology, engineering, arts, and mathematics while addressing comprehensively the state TEKS.

3. What do you believe to be the characteristics of a successful school?
   A successful school is one in which students learn at the top of their potential in a friendly, safe environment, where parents and teachers and community work together as partners to ensure the conditions are in place for all students to be successful.

4. How will you know that the school is succeeding (or not) in its mission?
   The Board will monitor goals and indicators of success, test scores and will review surveys which target parents, teachers and students for input and advice.

Governance

1. Describe the role that the board will play in the school's operation.
   The Board will set policies and work in cooperation with the Superintendent to set goals and monitor progress. The Board will also work as a partner with parents, business, community and higher education to assure an effective working relationship.

2. How will you know if the school is successful at the end of the first year of operation?
   The Board will participate in goal setting and establishing indicators of success which will provide evidence of performance. The Board will also receive reports on school effectiveness data.

3. How will you know at the end of four years of the school is successful?
   The Board will review test scores and progress reports as aligned with goal-related indicators.

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

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The Board will ensure that policies and procedures are in place that are aligned with the goals and expectations established. The Board will hold the Superintendent accountable for results and expect him/her to hold the staff accountable for results as well.

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 interests of the school?
Discuss the situation first with the individual and other Board members and legal staff and take appropriate action to correct the situation.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know these individuals ☒ Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees ☐ Yes
Staff has not yet been hired.

3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons ☐ Yes

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. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons ☐ Yes

5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

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

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partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☒ Yes

Lamar University plans to provide support to the school as a partner.

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7. List all business or organizations of which you are a partner or in which you have a majority interest.
   None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
   None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
   ☐ Yes ☒ No If so, please state the compensation you expect to receive.

   Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. None

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
    ☐ Yes ☒ No If so, please state the compensation you expect to receive.

    Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity. None

11. 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 within 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 ☒ No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
    ☐ Yes ☒ No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
    ☐ Yes ☒ No If so, give details.

Certification

Kenneth R. Evans, Ph.D.

Jehoveh Jireh Village CDC
CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-5006 (Fax)

I, _Kenneth R. Evans, Ph.D., 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.

Kenneth R Evans
Signature

March 22, 2014
Date

VERIFICATION

State of Texas
County of Jefferson

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

Subscribed and sworn to before me this 22nd day of March, 2014.

(Notary Public) Jewel G Cooper
My commission expires July 25, 2017

(SEAL)

JEWEL G. COOPER
Notary Public, State of Texas
My Commission Expires
July 25, 2017

Kenneth R. Evans, Ph.D.

RÉSUMÉ

KENNETH R. EVANS
President of Lamar University

Lamar University
P.O. Box 10001
Beaumont, Texas 77705
409-880-8405
KEvans4@Lamar.edu

EDUCATION

Ph.D., University of Colorado, Major: marketing; Minor: social psychology

M.B.A., California State University, Sacramento, Area of emphasis: marketing and quantitative methods

B.A., University of California, Davis, Majors: English and political science

ACADEMIC EXPERIENCE

July 1, 2013 – Present	Lamar University President
January 1, 2007- June 30, 2013	University of Oklahoma Dean and Fred E. Brown Chair in Business
July 1, 1997- December 31, 2006	University of Missouri-Columbia Associate Dean of Graduate Studies and Pinkney C. Walker Professor of Marketing,
July 1, 1999- December 31, 1999	University of Missouri-Columbia Acting Dean
August 1995- 1997	University of Missouri-Columbia Associate Dean of Undergraduate Studies
August 1991- August 1997	University of Missouri-Columbia Professor and Marketing Department Chairperson
August 1989- August 1991	Arizona State University Doctoral Studies Coordinator, Department of Marketing,
August 1986- August 1991	Arizona State University, Tempe Associate Professor of Marketing
August 1980- June 1986	Arizona State University, Tempe Assistant Professor of Marketing
September 1977-	University of Colorado, Boulder

June 1980	Graduate Instructor
January 1976- June 1977	California State University, Sacramento Graduate Instructor
January 1975- December 1975	California State University, Sacramento Research Assistant (Quantitative Systems Department)

BUSINESS EXPERIENCE

January 1977- August 1977	Cardel Corporation, Sacramento, California Marketing Representative, Sales, Market Development
May 1976- January 1977	Stockman and Associates, Sacramento, California Consultant, Career Opportunity Development Program
June 1972- June 1974	Bard Engineering, Auburn, California Manager, Bidder, Buyer

TEACHING

Courses Taught

Services Marketing (MBA)
Entrepreneurship (Undergraduate)
Marketing Management and Theory (Ph.D.)
Marketing Management (MBA and Undergraduate)
Sales Management (Undergraduate)
Personal Selling (Undergraduate)
Retail Management (Undergraduate)
Principles of Retailing (Undergraduate)
Principles of Advertising (Undergraduate)
Marketing Research (Undergraduate)
Introductory Statistics (Undergraduate)

Invited Presentations/Instruction

International Joint Conference on Service Sciences, 2011 – "Evolving Service Landscape: Embracing Customer and Service Providers in new Delivery Platforms," Taipei, Taiwan

University of North Texas, 2008 – invited presentation by the marketing department faculty "Making of a Star: Opportunities and Threats in Boundary Spanning Operation"

AMA Sheth Doctoral Consortium 2006-2008 – faculty presenter at all these consortia (University of Maryland, Arizona State University and University of Missouri) key note speaker at the 2008 consortium at the University of Missouri.

National Conference in Sales and Sales Management, 2005 – "Furthering the Field of Selling and Sales Management," Miami, FL.

University of Cincinnati, 2005 – invited presentation by the marketing department faculty on Doctoral Program Design and Management.

University of Missouri, 2002, 2003. 2004-present – Honors Discussion Group: Religion, the Professions, and the Public.

University of Missouri, 1999-2006 – Honors College Freshmen Seminar Class.

Yuan Ze University, Taipei, Taiwan, 2002 – Ph.D. Education and Trends in Marketing Research.

University of Oregon, Eugene, Oregon, 2001 – Personal Selling and the Role of the Boundary Spanner.

Sichuan University, Chengdu, China, 2001 – The Role of Boundary Spanners in Relationship Marketing.

Lucian Blaga University, Sibiu Romania, 1992 – Marketing Management.

American Marketing Association on Sales and Sales Management, Memphis, TN, 1992 – Relationship Marketing: Implications for Sales and Sales Management.

Marketing Science Institute, Boston, MA, 1990 – Relationship Quality.

Swedish School of Economics and Business Administration, Helsinki, Finland, 1988 – Services Management and Relationship Quality.

Committee Appointments

Dissertations Chaired:

Gregory McAmis 2013, entitled "Boundary Spanner Modification of Organizational Directives"

Beibei Dong, defended 2008, entitled "The Effects of Customer Participation on Outcomes: A Fit Perspective"

Lynn Murry, defended 2007, entitled "Integrating and Implementing Marketing and Operations Strategies in Services: The Role of the Unit and the Frontline Manager"

Chengie (Fred) Miao, defended 2007, entitled "Salesforce Control Systems-An Integrated Approach"

David Hunt, defended 2006, entitled "A Consumer Perspective on Mass Consumption"

Er Fang, defended 2004, entitled "Creating Customer value through Customer Participation in a Business-to-Business Context: A Value Creation and Value Claim Perspective"

Robert W. Palmatier, defended 2004, entitled "How Exchange Inefficiency and Relationship Quality Mediate the Influence of Relationship Marketing on Performance: The Critical Role of Customer Relationship Orientation"

Simona Stan, defended August 2001, entitled "Boundary Spanner Consumption of Organizationally Provided Support Services: A Communication Socialization Perspective"

Tim Landry, defended August 2001, entitled "The Role of Stress Management in Boundary Spanner Job Performance and Job Satisfaction"

Po-chien Li, defended April 1999, entitled "Effects of Sales Force Control Systems on Salesperson Job Outcomes: A Psychological Climate and Contingency Perspective"

Roberta Schultz, defended December 1997, entitled "Communication and Creativity Activities in Sales Teams: Implications on Interorganizational Relational Norms"

Richard S. Jacobs, defended August 1991, entitled "Understanding Marketing Relationships: The Role of Self-Disclosure Reciprocity in Buyer-Seller Interactions"

Dissertation Committees:

Program chair and/or committee member for over twenty doctoral students

RESEARCH INTERESTS

Interpersonal influence, sales management, services marketing, marketing management and theory

RESEARCH AND PUBLICATIONS

Articles Published in Books and Invited Contributions

"Sales Force-Generated Marketing Intelligence," with C. Fred Miao, *The Oxford Handbook of Sales Management and Sales Strategy*," edited by David Cravens, Ken Le Meunier-Fitzhugh and Nigel Piercy, Oxford University Press, 2011, 174-200.

"Editorial for Special Issue on 'Future Directions for Digital Business Management,' " with R. Beltramini and R. Kleine, *International Journal of Internet Marketing and Advertising*, Vol. 2, Nos. 1/2, 2005.

"Boundary Spanners' Satisfaction with Organizational Support Services: An Internal Communications Perspective," in *Internal Relationship Management, Linking Human Resources to Marketing Performance*, M. Hartline and D. Bejou, eds., Binghamton, NY: Best Business Books, An Imprint of the Haworth Press, Inc., Vol. 3, No. 2/3, 2004, 43-64.

"Retailing Evolution and Revolution in a Privatizing Economy: Small Business Managers' Values and Retail Strategies in Romania," in *Euromarketing and the Future*, L. Kahle, ed., Binghamton, NY: International Business Press, Vol. 12, No. 3/4, 2003, 55-78.

"Marketing Theory and Applications," co-editor, Winter 2002 American Marketing Association Educators' Conference Proceedings, American Marketing Association, Chicago, IL.

"Small Business Retailing in Privatizing Economies: The Influence of Managers' Individualistic and Collectivist Values," with S. Stan in *Marketing Challenges in Transition Economies of Europe, Baltic States and the C.I.S.*, edited by G.R. Iyer and L.A. Masters, Haworth Press, Binghamton, NY, 1999, 123-144.

"Relationship Selling: New Challenges for Today's Sales Manager," with David Good & Ted Hellman, in *State-of-the-Art in Sales Research and Practice*, edited by Raymond W. LaForge and Thomas N. Ingram, Greenwood Publishing, Westport, CT,1998, 31-50.

"The Phoenix Experiment: Effects of Insurance Price Rebating in a Simulated Sales Situation," with L. A. Crosby and R. S. Jacobs, Washington D. C.: *National Association of Life Underwriters*, 1988.

"Knowledge and Marketing: Exploring the Foundations of Inquiry," with Michael P. Mokwa in *Distinguished Essays in Marketing Theory*, S. W. Brown and R. P. Fisk (editors), New York, NY: John Wiley and Sons, 1984, 170-180.

Refereed Articles Published in Journals

"Motivating Industrial Salesforce with Sales Control Systems: An Interactive Perspective," with C. Miao in the *Journal of Business Research*, forthcoming.

"The Impact of Salesperson Credibility-Building Statements o n Later Stages of the Sales Encounter," with Aaron Arndt, Timothy Landry, Sarah Mady and Chatdani Pongpatipat in *Journal of Personal Selling and Sales Management*, forthcoming.

"Store Managers, Profitability and Satisfaction in Multi-Unit Enterprises," with Lynn M. Murry in *Journal of Services Marketing,* forthcoming.

"Individual Differences in Consumer Value for Mass Customized Products," with David Hunt and Scott Radford in *Journal of Consumer Behavior*, forthcoming.

"The Interactive Effects of Sales Control Systems on Salesperson Performance: A Job Demands-Resources Perspective," with Fred Miao in *Journal of the Academy of Marketing Science,* October 2012, online.

"Manufacturers' Representative – Principal Relationship Management: A Principal Leadership Style and Support Perspective," with Michael Pass, John Lastovecka and John Schlacter in *Journal of Relationship Marketing*, 2012, Vol. 11, No. 3, 125-148.

"The Moderating Influence of Organizational Support upon the Development of Salesperson Job Performance: Can an Organization Provide too Much support?," with Simona Stan, Todd Arnold and Greg McAmis in *Journal of Personal Selling and Sales Management*, Fall 2012, Vol. 32, No. 4, 405-419.

"Effects of Interaction and Entrepreneurial Orientation on Organizational Performance: Insights into Market Driven and Market Driving," with Yen-Chun Chen and Po-Chien Li in *Industrial Marketing Management,* August 2012, Vol. 41, No. 6, 1019-1034.

"Effects of Formal Sales Control Systems: A Combinatory Perspective," with Fred Miao in *International Journal of Research in Marketing*, June 2012, Vol. 29, No. 2, 181-191..

"Advancing Sales Performance Research: A Focus on Five Underresearched Topic Areas," with Richard McFarland, Barton Dietz and Fernando Jaramillo in *Journal of Personal Selling and Sales Management*, Winter 2012, Vol. 32, No. 1, 89-105.

"Resource Commitment Behavior of Industrial Exhibitors: An Exploratory Study," with Po-Chien Li, Yen-Chen Chen and Charles M. Wood in the *Journal of Business & Industrial Marketing*, 2011, Vol. 26, No. 6, 430-442.

"The Influence of Spirituality on Buyer Perception," with R. Standifer and B. Dong, *Journal of Relationship Marketing*, July-September 2010, Vol. 9, No. 10, 132-160 .

"Reexamining the Influences of Career Stages on Salesperson Motivation-A Cognitive and Affective Perspective," with C. Miao and D. Lund, *Journal of Personal Selling and Sales Management*, 2009, Vol. 29, No. 3, 243-256.

"Achieving Relationship Marketing Effectiveness in Business-to-Business Exchanges," with R. Palmatier, L. Scheer, and T. Arnold, *Journal of the Academy of Marketing Science*, 2007, Vol. 36, No. 2, 174-190.

"The Determinants of Customer Participation in the New Product Development Process in Business Markets: A Customer Value Perspective," with R. Palmatier and E. Fang, *Journal of the Academy of Marketing Science*, 2008, Vol. 36, No. 3, 322-336.

"The Effects of Customer Participation in Co-Created Service Recovery," with B. Dong and S. Zou, *Journal of the Academy of Marketing Science*, 2007, Vol. 36, No. 1, 123-137.

"The Customer Socialization Paradox: The Mixed Effects of Communicating Customer Role Expectations," with S. Stan and L. Murray, *Journal of Services Marketing*, 2008, Vol. 22, No. 2 and 3, 213-223 (Highly Commended Award Winner at the Literati Network Awards for Excellence 2009).

"The Role of Salesperson Motivation in Sales Control Systems-Intrinsic and Extrinsic Motivation Revisited," with C. Miao and S. Zou, *Journal of Business Research*, 2007, Vol. 60, No. 5, 417- 425.

"Use of Relationships Marketing Programs in Building Customer-Salesperson and Customer-Firm Relationships: Differential Influences on Financial Outcomes," with R. Palmatier, L. Scheer, M. Houston and S. Gopalakrishna, *International Journal of Research in Marketing*, 2007, Vol. 24, 210-223.

"The Impact of Salesperson Motivation on Role Perceptions and Job Performance – A Cognitive and Affective Perspective," with C. F. Miao, *Journal of Personal Selling and Sales Management*, 2007, Volume 27, No.1, 89-101.

"Segment Differences in the Asymmetric Effects of Service Quality on Business Customer Relationships," with S. Stan, C. Wood and J. Stinson, *Journal of Services Marketing*, 2007, Vol. 21, No. 5, 358-369.

"The Mediating Effect of Organizational Climate on Sales Control Influences Upon Salesperson Job-Related Outcomes," with P. Li, S. Zou and T. Landry, *Journal of the Academy of Marketing Science*, 2007, Vol. 35, No. 3, 445-459.

"Factors Influencing the Effectiveness of Relationship Marketing: A Meta-Analysis," with R. Palmatier, R. Dant, and D. Grewal, *Journal of Marketing*, 2006, Vol. 70, No. 4, 136-153. (Reprinting in *Recherche et Applications en Marketing* (RAM), 2007, Vol. 22, Issue 1)

"A Meta-Analysis of the Nomological Network Surrounding Relationship Marketing," with R. Palmatier, R. Dant and D. Grewal, *MSI Reports*, 2005, No. 3, 107-140.

"Sales Force Motivation, Control, and Compensation in a Changing Environment," with S. Brown, M. Mantrala, and G. Challagalla, *Journal of Personal Selling and Sales Management*, 2005, Vol. 25, No. 2, 155-168.

"Control Systems' Effect on Attributional Processes and Sales Outcomes: A Cybernetic Information Processing Perspective," with E. Fang and T. Landry, *Journal of the Academy of Marketing Science*, 2005, Vol. 33, No. 4, 553-574.

"Sales Force Involvement in CRM Information Systems: Participation, Support and Focus," with M. Pass and J. Schlacter, *Journal of Personal Selling and Sales Management,* Summer 2004, 24, 229-234.

"Goal-Setting Paradox? An Investigation of Goal-Setting on Sales Behaviors and Outcome Performance: A Cross Cultural Analysis," with E. Fang and R. Palmatier, *Journal of the Academy of Marketing Science*, Vol. 32, No. 2, Spring 2004, 188-202.

"A Cross-Cultural Investigation of Sales Performance-Job Satisfaction Relationship: A MultiReferent Perspective," with E. Fang, *Journal of Business Research*, (forthcoming).

"The Moderating Effect of Goal-Setting Characteristics on the Sales Control Systems-Job Performance Relationship," with E. Fang and S. Zou, *Journal of Business Research*, 2005, 58, 1214 -1222.

"Retailing Evolution and Revolution in a Privatizing Economy: An Exploratory Study of Small Business Managers' Values and Retail Strategies in Romania," with S. Stan, D. Cernusca and S. Sengupta, *Journal of Euro-Marketing*, 2003, 12 (3/4), 55-78.

"Boundary Spanners' Satisfaction with Organizational Support Services: An Internal Communications Perspective," with S. Stan and T. Landry, *Journal of Relationship Marketing*, 2004, 3 (3/4).

"An Assessment of the Effect of Salesperson and Sales Manager Perceptual Congruence on Salesperson Job-Related Constructs and Job Outcomes," with J. Schlacter, D. Gremler, R. Schultz, G. Wolfe and M. Pass, *Journal of Marketing Theory and Practice*, Vol. 10, No. 4, Fall 2002, 30-44.

"The Influence of Strategic Collaborative Communication by Key Account Representatives on Perceived Relationship Quality," with R. Schultz, *Journal of Personal Selling and Sales Management*, Vol. 22, No. 1, 2002, 23-31.

"Relationship Unrest: Strategic Perspectives for Business-to-Business Marketers," with D. Good, *European Journal of Marketing*, Vol. 35, No. 5/6, 2001, 549-565. **(Recipient of the 2001 Hans Thorelli award for the Journal's Outstanding Award for Excellence)**

"Intercultural Interaction Strategies and Relationship Selling in Industrial Markets," with Roberta Schultz and David Good, *Industrial Marketing Management*, Vol. 28, 1-15, 2001.

"Disclosure and Its Reciprocity as Predictors of Key Outcomes of an Initial Sales Encounter," with R. Jacobs, R. Kleine, and T. Landry, *Journal of Personal Selling and Sales Management*, Vol. No. 1, 2001, 51-61.

"How First Impressions of a Customer Impact Effectiveness in an Initial Sales Encounter," with R. Kleine, T. Landry and L. Crosby, *Journal of the Academy of Marketing Science*, Vol. 28, No. 4, 2000, 512-526.

"Combining Service and Sales at the Point of Customer Contact: A Retail Banking Example," with Todd Arnold and John Grant, *Journal of Service Research*, Vol. 2, No. 1, August 1999, 50-67.

"Small Business Retailing in Privatizing Economies: The Influence of Managers' Individualistic and Collectivist Values," with Simona Stan, *Journal of East-West Business*, Vol. 5, No. 1-2, 1999, 123-143. Reprinted in *Marketing Challenges in Transition Economics of Europe, Baltic States and the C.I.S.*, (ed: Gopalkrishnan R. Iyer and Lance A. Masters) International Business Press, The Haworth Press Inc., 1999, 123-143.

"Ethics and the Ivory Tower: The Case of Academic Departments of Finance," with S. P. Ferris and R. G. Thompson, Teaching Business Ethics, 2, 1998, 17-34.

"The Impact of Social Influence and Role Expectations on Shopping Center Patronage Intentions," with Tim Christiansen and James Gill, *Journal of the Academy of Marketing Science*, Vol. 24, No. 3, 1996, 208-218.

"Toward an Understanding of Public Purchaser and Salesperson Interaction Activities: A Public Purchaser Perspective," with Roberta Schultz, *Journal of Nonprofit and Public Sector Marketing*, Vol. 4, No. 4, 1996, 55-75.

"Training Differences Between Services and Goods Firms: Impact on Performance, Satisfaction and Commitment," with Tim Christiansen, John Schlacter, and Gary Wolfe, *Journal of Consumer Service in Marketing and Management*, Vol. 15, No. 1, 1996, 47-70.

"The Impact of Salesperson Socialization on Organizational Commitment, Satisfaction, and Performance in a Professional Service Organization," with D. Gremler, J. Schlacter, and G. Wolfe, *Journal of Professional Services Marketing*, Vol. 11, No. 2, 1995, 139-154.

"Examining the Process by Which Salespeople Determine Buying Firm's Corporate Culture," with Roberta Schultz, *Journal of Marketing Theory and Practice*, Summer 1994, Vol. 2, No. 3, 29-45.

"The Internal Service Encounter," with Dwayne Gremler and Mary Jo Bitner, *International Journal of Service Industry Management*, Vol. 5, No. 2, 1994, 34-56. **(Recipient of the 1994 Best Paper Award)**

"A General Systems Approach to Retail Evolution: An Existing Institutional Perspective," with J. W. Barnes and J.L. Schlacter, *International Review of Retail, Distribution and Consumer Research*, Vol. 3, No. 1, 1993, 79-100.

"Compensation and Sales Performance of Service Personnel: A Service Transaction Perspective," with John A. Grant, *Journal of Personal Selling and Sales Management*, Spring 1992, 583-615.

"Dyadic Interaction Effects of Price Negotiation Via Rebating in a Simulated Sales Situation Involving Life Insurance," with L. A. Crosby and R. S. Jacobs, *Journal of Risk and Insurance*, December 1991, 583-615.

"Relationship Quality in Service Selling: An Interpersonal Influence Perspective," with L. A. Crosby and D. Cowles, *Journal of Marketing*, 1990, Vol. 54, No. 3, 68-81.

"Purchasing Motor Carrier Service: An Investigation of the Criteria Used by Small Manufacturing Firms," with H. D. Feldman and J. Foster, *Journal of Small Business Management*, 1990, Vol. 28, No. 1, 39-47.

"Salesperson Motivation to Perform and Job Satisfaction: A Sales Contest Participant Perspective," with R. F. Beltramini, *Journal of Personal Selling and Sales Management*, August (1988), 35-42.

"A Theoretical Model of Consumer Negotiated Pricing: An Orientation Perspective," with Richard F. Beltramini, *Journal of Marketing*, 51, No. 2 (1987), 58-83.

"Physician Acquisition of Prescription Drug Information," with Richard F. Beltramini, *Journal of Health Care Marketing*, 6, No. 4 (1986), 15-25.

"Physician Perceptions of Prescription Drug Information," with Richard F. Beltramini, *Journal of Pharmaceutical Marketing and Management*, 1, No. 1 (1986), 77-85.

"The Role of Sales Managers and Salespeople in a Marketing Information System," with John L. Schlacter, *Journal of Personal Selling and Sales Management*, (November 1985), 49-58.

"Perceived Believability of Research Result Information in Advertising," with Richard F. Beltramini, *Journal of Advertising*, 14, No. 3 (1985), 18-24.

"Analyzing the Utilization of Segmental Analysis and Performance Measures," with D. W. Jackson, Jr. and L. L. Ostrom, *Cost and Management*, 59 (July/August 1985), 16-20.

"Employee Travel and Entertainment Discounts: A Survey of Usage and Satisfaction," with R. F. Beltramini and G. Bohlander, *Personnel*, 62 (March 1985), 64-67.

"Consumer Perceptions of Warranty Service Performance," with R. F. Beltramini, *American Journal of Small Business*, 9 (Fall 1984), 11-16.

"Expectancy Theory Research on Sales Personnel: A Review of the Theoretical and Empirical Evidence," with J.L. Schlacter and L. Margheim, *Journal of Personal Selling and Sales Management*, (November 1982), 33-40.

"Measures Used to Evaluate the Various Control Segments of Industrial Firm's Marketing Efforts," with D. W. Jackson, Jr. and L. L. Ostrom, *Industrial Marketing Management*, 11 (May 1982), 269-374.

"Resource Commitment Behavior of Industrial Exhibitors: An Exploratory Study," with Po-chein Li and Charles Wood, *Journal of business and Industrial Marketing*, Volume 26, Issue 6 (August, 2011).

Refereed Articles Published in Proceedings

"Directive Modification Behavior: A new Perspective on Managing Boundary Spanners, with Gregory McAmis, 2014 National Conference in Sales Management (forthcoming).

"How Customer Perceptions of Salesperson Expertise is Influenced by Visual Cues and Verbal Statements," with Aaron Arndt, Ziniya Zahed, and Emmyrose Khan, *Proceedings of the American Marketing Association Summer Educators' Conference,* 2013 (forthcoming).

"Unintended Effects of Marketing Messages on Boundary Spanners," with Olalekan Serki, Rajiv Dant and Hyo Jeon, *Proceedings of the American Marketing Association Summer Educators' Conference,* 2013 (forthcoming).

"Looking Competent: How Customers Perception of Salesperson Expertise is Influenced by Visual Cues and Verbal Statements," with Aaron Arndt, Ziniya Zahedi and Emmyrose Khan. *Proceedings of the American Marketing Association Summer Educators' Conference 2013* (forthcoming).

"The Interactive Effects of Sales Control Systems on Sales Force Selling Behaviors and Performance: A Job-Demands Resource Perspective," with C. Fred Miao. *Proceedings of the American Marketing Association Summer Educators' Conference,* 2012. (**This paper received the best-of-track award in the personal selling area.**)

"Effects of Formal Sales Control Systems: A Combinatory Perspective," with C. Fred Miao. *Proceedings of the American Marketing Association Summer Educators' Conference*, 2011.

"Industrial Differences and Value of Mass Customized products," with Scott Radford and David Hunt. *Proceedings of the American Marketing Association Summer Educators' Conference*, 2011.

"What If a Co-produced Service Fails? An Investigation of Customer Participation in Service Recovery," with Beibei Dong and Shaoming Zou. *Proceedings of the American Marketing Association Summer Educators' Conference*, 2011.

"Control Systems Influences on the Retail Sales Representative: An Exploratory Study of Taiwan's Automobile Dealerships," with Po-Chien Li and Yen-Chun Chen, *Proceedings of the American Marketing Association Winter Educators' Conference,* 2011.

"Sales Role in Strategic Relationships Alignment: An Intensification/De-Intensification Perspective," with G. McAmis, *Proceedings of the American Marketing Association Summer Educators' Conference*, 2009, forthcoming).

"The Influence of Spirituality Upon Representative Perception Within Business-to-Business Marketing Relationships: A Cross-Cultural Exploration and Comparison," with R. Standifer and B. Dong *Proceedings of Academic Business World International Conference*, 2008, (forthcoming).

"Antecedents and Consequences of Customer participation in Service Recovery," with B. Dong and S. Zou, *Proceedings of the American Marketing Association Winter Educators' Conference,* 2006.

"A New Look at Salespeople's Job Performance and Job Satisfaction," with Er. Fang, *Proceedings of the American Marketing Association Summer Educators' Conference*, 2002.

"Critical Customer Experiences in Professional Business-to-Business Service Exchanges: Impact on Overall Response to Service Providers," with S. Stan, J. Stinson and C. Wood, *Proceedings of the American Marketing Association Summer Educators' Conference*, 2002.

"The Evolution of Stakeholder Relationships," with D. Greening and J. Mattingly, *Proceedings of International Association for Business and Society*, 2001.

"An Assessment of the Effects of Salesperson-Sales Manager Perceptual Congruence on Salesperson Job-Related Characteristics and Job Outcomes," with J. Schlacter, R. Schultz, D. Gremler, and W. Wolfe, *Proceedings of the American Marketing Association Summer Educators' Conference,* 2001.

"Believability and Comprehension of Nutrition Information in Advertising," with R.F. Beltramini and S. Stan, *Proceedings of the American Marketing Association Summer Educators' Conference*, 2000, 53-61.

"Collectivism and Market Orientation in a Privatizing Economy: An Exploratory Study of Retailing in Romania," with Simona Stan, Proceedings of the American Marketing Association Winter Educators' Conference, 2000.

"Individualistic and Collectivistic Values in Business: A Retail Management Perspective in Privatizing Economies," with Simona Stan, *Proceedings of the Academy of Marketing Science*, 1998.

"Ethics in the Ivory Tower: The Case of Business Schools," with Stephen Ferris and Rodney G. Thompson, *Financial Management Association Conference*, 1977.

"Help-Seeking as a Managerial Tool for Improving Salesperson's Job Satisfaction and Job Performance," with Po-Chien Li, *Proceedings of the Academy of Marketing Science*, May 1997. **(This paper received the best-of-track award in the sales/sales management area.)**

"The Effects of Exchanging Expectations on Sales Interaction Outcomes," with Po-Chien Li, *Proceedings of the American Marketing Association Summer Educators' Conference*, 1997.

"The Effects of Job Expansion on Service Provider Job Performance," with J. A. Grant, *Vanderbilt Services Management Conference*, 1995.

"Perspectives on Retailing in a Privatizing Economy: Preliminary Findings," with Simona Stan, Paul Thistlethwaite and Liviu Rosca, *East/West Conference*, Vienna, Austria, 1995.

"Salesforce Acculturation Process," with Roberta Schultz, *Proceedings of the American Marketing Association Educators' Conference*, 1993.

"The Impact of Role Expectations and Social Influence Upon Retail Shopping Behavior," with J. Gill and T. Christiansen, *Proceedings of the American Marketing Association Educators' Conference*, 1993.

"Organizational Behavior Determinants of Sales Empowered Service Provider Job Performance," with John A. Grant, *Proceedings of the American Marketing Association Educators' Conference*, 1992.

"Managing the Sales Performance of Service Personnel," with J. Grant, *Proceedings of the American Marketing Association Educators' Conference*, 1990.

"Developing Creativity in Sales Training," with J. Grant, *Proceedings of the Southwestern Marketing Association*, 1989, 82-288.

"A Theoretical Model of Interpersonal Relational Quality in Enduring Service Sales Relationships," with L.A. Crosby, *American Marketing Association Services Marketing Conference*, 1989, 58-63.

"Relationship Quality in Services Selling: An Interpersonal Influence Perspective," with Lawrence A. Crosby and Deborah Cowles, *Proceedings at the International Research Seminar in Marketing*, 1988.

"Strategic Options for Service Delivery Systems," with Stephen W. Brown, *Proceedings of the America Marketing Association Educators' Conference*, 1888, 207-212.

"Purchasing Motor Carrier Service: An Investigation of the Criteria Used by Small Manufacturing Firms," with Howard D. Feldman and Jerry Foster, *Proceedings of the Symposium on Research at the Marketing/Entrepreneurship Interface*, 1988.

"Job Content, Scope and Intrapersonal Outcomes: An Assessment of Organizational Adaptation," with J. R. Montanari, A. J. Kincki, and G. Moorhead, *Proceedings of National Decision Science Institute*, 1986.

"The Selling of Marketing Consulting Services," with D. A. Horne, F. W. Morgan, and D. L. Williams, *Proceedings of the American Marketing Association Winter Marketing Educators' Conference*, 1986.

"Shopping Center Patronage Motives of Shopping Orientation Groups," with J. D. Gill, *Proceedings of the American Marketing Association Educators' Conference*, (August 1985), 202-208.

"An Assessment of Reported Trends and Situations in Franchising," with B. J. Walker, *Proceedings of the Western Marketing Educators' Association*, (April 1985), 74.

"Diagnosing the Technical Service Function in the Industrial Channel of Distribution," with M. D. Hutt and J. R. Ronchetto, *Proceedings of the American Marketing Association Winter Educators' Conference*, (February 1984), 125-128.

"Lifestyle Profile Analysis in Broadcast Media Planning," with R. F. Beltramini and L. D. Kelly, *Proceedings of the American Academy of Advertising Annual Conference*, (March 1984), 86-91.

"An Integrative Assessment of Consumers of Generic Products: Retail Marketing Strategy Considerations," with R. F. Beltramini, *Proceedings of the American Marketing Association Educators' Conference*, (August 1983), 257-261.

"Services Marketing: The Misconstrued Distribution Variable," with S. W. Brown, *Proceedings of the Western Marketing Educators' Conference*, (March 1983), 27-29.

"A Proactive Approach to the Identification of Potential Consumer Safety Hazards in Alternative Sources of Heating," with R. F. Beltramini, *Proceedings of the American Marketing Association Educators' Conference*, (August 1982), 370-373.

"Utilization of Segmental Analysis and Performance Measures," with D. W. Jackson, Jr. and L. L. Ostrom, *Proceedings of the Academy of Marketing Science Conference*, (May 1982), 306-309. **(This paper received the best-of-track award for the Marketing Management Track.)**

"In Pursuit of Marketing Knowledge," with M. P. Mokwa, *Proceedings of the American Marketing Association Winter Educators' Conference*, (February 1982), 34-38.

"A Markov Chain Model for Educational Institutions in Mexico," with S. Ibarechic, *Proceedings of the Mexican American Conference (Economic Institute)*, University of Colorado, Boulder, (May 1977), 309-321.

Published Books and Article Reviews

Management of the Sales Force, 6th edition, by W. J. Stanton and R. H. Buskirk, *Journal of Personal Selling and Sales Management*, 4 (November 1984), 74.

Review and abstract sales and sales management related articles in *Purchasing, Public Opinion Quarterly, Journal of Consumer Research*, and *Journal of Conflict Resolution*. Nineteen abstracts appeared in the *Journal of Personal Selling and Sales Management* from 1981 to 1986.

Working Papers

"The Internal Service Encounter," with Dwayne Gremler and Mary Jo Bitner, Working Paper No. 37, First Interstate Center for Services Marketing, Arizona State University.

"Compensation and Sales Performance of Service Personnel: A Service Transaction Perspective," with John A. Grant, Working Paper No. 27, First Interstate Center for Services Marketing, Arizona State University.

"Building Trust in the Service Relationship," with L. A. Crosby and D. Cowles, Working Paper No. 5, First Interstate Center for Services Marketing, Arizona State University.

"Strategic Options for Service Delivery Systems," with Stephen W. Brown, Working Paper No. 10, First Interstate Center for Services Marketing, Arizona State University.

"Effects of Life Insurance Price Rebating on Simulated Sales Encounters," with L. A. Crosby and R. S. Jacobs, Working Paper No. 13, First Interstate Center for Services Marketing, Arizona State University.

Presentations at Professional Meetings

"Salesforce Control Systems-An Adaptive Selling Perspective," with Chenjie Miao, Enhancing Salesforce Productivity Conference, University of Missouri, April 2006.

"An Assessment of the Effect of Salesperson and Sales Manager Perceptual Congruence on Salesperson Job-Related Constructs and Job Outcomes," with J. Schlacter, D. Gremler, R. Schultz, G. Wolfe and M. Pass, American Marketing Association Summer Educators' Conference, 2001.

"Relationship Selling: New Challenges for Today's Sales Manager," American Marketing Association Winter Educators' Conference, 1999.

"Interorganizational Research Perspectives on Buyer-Seller Relationships," Academy of Marketing Science Annual Conference, 1992.

"Sales Empowerment of Service Providers: Implications for Managers," Services Marketing Institute, sponsored by the American Marketing Association and First Interstate Center for Services Marketing at Arizona State University, 1992.

"Relationship Management and Quality Commitment," with L. A. Crosby, presented at a conference entitled Quality and Customer Service: The Critical Focus for a Firm, sponsored by the Marketing Science Institute Marketing Strategies Steering Group, 1989.

"An Inquiring Systems Perspective of Retail Evolutionary Paradigms," with J. Barnes and J. Schlacter, presented at the American Marketing Association Macromarketing Conference, 1989.

"Societal Implications of Decreasing Share of Manufacturing within the U. S. Economy: A Macromarketing Perspective," with R. S. Jacobs, presented at the AMA Macromarketing Conference, 1988.

"Strategic Options for Service Delivery Systems," visiting scholar reverse presentation forum – First Interstate Center for Services Marketing, 1988.

"Relationship Quality: Strategic Issues in Services Marketing Management," visiting scholar reverse presentation forum - First Interstate Center for Services Marketing, 1987.

"The Role of Trust in the Development of Marketing Relationships," with L. A. Crosby, presentation made to faculty and doctoral students at the Department of Marketing at Arizona State University, 1987.

"Relational Dynamics in Service Delivery Systems," presentation to the marketing faculty at the Swedish School of Economics and Business Administration, Helsinki, Finland, 1987.

"Relationship Marketing," with Lawrence A. Crosby, AMA Services Marketing Workshop, Tempe, AZ, 1987.

"Consumer Price Negotiation: A Pretransaction Focus," First Annual Pricing Institute Conference, New York, New York 1987.

"Direct Salesperson Motivation to Perform: Sales Contest Perspective," with R. F. Beltramini, Southern Market Association Conference, 1987.

"Assessment Relationships: Opportunities for Sponsored Data Collection," presented at the American Marketing Association Winter Educators' Conference, February 1986.

"Building Trust into the Service Relationship," presented at the American Marketing Symposium on Building the Service Relationship, March 1986.

Submissions and Work in Progress

"Job Performance Implications on Salespeople's Interface with Organizational Support Services: A Communication-Socialization Perspective," with S. Stan, in manuscript preparation.

"Implications of Marketing Communications on Boundary Spanner Cynicism: A Retail Banking Study," with A. Helm, to be submitted to the *Journal of Service Research.*

"Perceptions of Intraorganizational Service Support During a Organization-Wide Information System Change: Implications for Internal and External Providers of Organization Services," with D. Turban and S. Stan. This project is targeted for the *Academy of Management Journal.*

"Relationship Marketing: Building Loyalty with Whom?," with M. Houston and R. Palmatier, This project is targeted for publication in the *Journal of Marketing.*

RESEARCH GRANTS

"A Meta-Analysis of the Nomological Network Surrounding Relationship Marketing," with R. Palmatier, R. Dant, D. Grewal, 2004, Marketing Science Institute, ($2000).

"ROI of Relationship Marketing Programs: Disentangling Salesperson and Firm Effects," with M. Houston, S. Gopalakrishna, R. Palmatier, and L. Scheer, 2003, Marketing Science Institute, ($9,500).

"Relationship Marketing: Building Loyalty with Whom?" with S. Gopalakrishna, M. Houston, R. Palmatier, and L. Scheer, 2003, Manufacturers' Representatives Educational Research Foundation, ($4,800), also supported by MERF sub-associates (ERA, MEMRA, MANA), ($950).

"Professional Practice and Values in a Religiously Plural Society," (collaborator) 2002, Pew Charitable Trusts, ($1,400,000 renewed for the same amount in 2005).

"Role of Salespeople in Market Information Collection," with J. Schlacter, funded by the University of Missouri Research Incentive Fund Program, 1998 ($2,000).

"Long- and Short-Term Motivational Influences on Salesperson Performance," with M. Richins and S. Brown, funded by the Direct Selling Education Foundation, 1992 ($2,000).

"Service Delivery Systems: A General Systems Theory Perspective," First Interstate Center for Services Marketing, 1989 ($5,000).

"Salesperson Stereotyping and Consumer Expectation Fulfillment in a Service Exchange Context," First Interstate Center for Services Marketing Research Program, 1988 ($5,000).

Arizona State University Graduate Research Assistant Fellowship, 1988 ($5,000).

"Relationship Development and Maintenance in Sales Dyads," with L. A. Crosby, National Association of Life Underwriter, 1986-87 ($150,000).

"Behavioral Antecedents and Influence of Trust in the Selling Dyad," with L. A. Crosby, ASU Center for Services Marketing, 1985 ($5,000).

"Direct Salesperson Motivation to Perform," with R. F. Beltramini. Direct Selling Educational Foundation, 1984 ($5,000).

"A Model of Retail Shopping Center Patronage Behavior," with J. D. Gill and D. R. Gourley. Wescor, Inc., 1984 ($10,000).

"Shopping Orientations and Patronage Preferences of Male Shoppers," with R. F. Beltramini. ASU Faculty Grant in-Aid, Bozell and Jacobs Advertising, Inc., ASU Department of Marketing Research Incentive Fund, and ASU College of Business Research Incentive Fund, 1984 ($5,000).

"Micro and Macro Organizational Correlates of Personal Selling Performance and Satisfaction in the Banking Industry," with A. Kinicki, D. Montanari, and G. Moorhead. Valley National Bank, 1983-1988 ($50,000).

"Perceived Believability of Research Results Information in Advertising," with R. F. Beltramini. ASU Faculty Grant-in-Aid, 1983 ($5,000).

"Physician Perceptions of Prescription Drug Information Sources and Source Characteristics." ASU College of Business Administration Research Incentive Fund, 1983 ($5,000).

"A Framework of Consumer Negotiated Pricing Orientation," with R. F. Beltramini. ASU College of Business Administration Research Incentive Fund, 1982 ($5,000).

TEACHING GRANTS

"Service Marketing: A Case of an Overlooked Market Segment," support provided by Boone County National Bank. Value of the award was approximately equal to $20,000 for the winter semester of 2002.

"Business-to-Business Relation Development: A Business and Academic Joint Venture," awarded by Yellow Freight, Inc. Total grant $29,000 for academic year 2000/2001 delivered at the M.B.A. level.

"Business-to-Business Relationship Development. A Business and Academic Joint Venture," awarded by the Procter and Gamble Curriculum Development Fund. Total grant was $175,000 over three year period starting in the Fall 1997 executed at the undergraduate level.

INSTITUTIONAL AND PROFESSIONAL SERVICE

Selected University-Wide Service

University of Oklahoma, Chaired special task force that prepared external constituent strategic plan for campus Weather Center, 2010

University of Oklahoma, United Way Campaign, 2009-10 Co-Chair

University of Oklahoma, Successfully secured reaffirmation of AACSB accreditation for OU Price College of Business and its accounting division, 2010

AACSB, Peer review team:
University of Wisconsin, 2012
Southern Illinois University, Carbondale – 2011
Colorado State University, 2011
University of New Mexico, 2010
Cornell University, 2009
Iowa State University, 2009

University of Oklahoma Branding Task Force, 2009

University of Oklahoma Retirement Plan Management Committee, 2008-present

Chancellor's Special Advisory Group, 2005

Honorary Degrees Committee, 2000-present (chair 2002/2003, 2003/2004, 2004/2005)

Deans' Council, July - December 1999

University Research Administrator's Committee, 1998-present

Graduate Program Administrator's Committee, 1998-present

Study Abroad Advisory Committee, 1996-1999

Undergraduate Dean's Committee, 1995-1997

Asian Affairs Director Search Committee – Chairperson, 1997/1998

University Council on International Initiatives, 1995-1999
Chairperson, 1998/1999
Subcommittee on Internationalizing the Undergraduate Curriculum
Subcommittee - steering committee for winter 1997 conference on Internationalizing the Undergraduate Experience

Selected College Level Service

College of Business Hibbs Entrepreneurship Chair Search Committee, fall 2004 and winter 2005

College of Business Undergraduate Dean Search Committee, Chair, winter of 2003

China MBA proposal team, lead role, 2001/2002

College of Business, Business Director Search Committee, Chairperson, 2001/2002

Accreditation Committee, 2000/2001

MBA Policy Committee, 1998-present

MBA Director Search Committee, Chairperson, 2000/2001

College of Business Executive Committee, 1991-present

Electronic Commerce Mission Enhancement Committee, 1998/1999

MBA Task Force Committee, 1998/1999

Ph.D. Committee, 1998-present

Strategic Planning Committee, 1998/1999

Faculty advisor for Student Council, 1997/1998

Faculty advisor for AIESEC, 1996-present

Faculty sponsor for Freshmen Interest Group, 1997/1998

Faculty Mentor - Vasey Academy, 1997-present

College of Business International Committee, 1996-present

Undergraduate Programs Committee, 1995/1996, 1996/1997

Advisor Association of Collegiate Entrepreneurs, 1994/1995

College of Business Strategic Planning Committee, 1988/1989

Research Committee, 1985/1986

Graduate Committee, summer 1983

Improvement and Evaluation of Instruction Committee, 1981/1982

Selected Departmental Service

Ph.D. Co-coordinator, 2000-2003

Ph.D. Studies Committee, 1991-present

Teaching Portfolio Committee, 2000/2001 (chairperson 2001/2002, 2002/2003)

Promotion and Tenure Committee, 1991-present

Writing Intensive Curriculum Development Subcommittee, 1997/1998

Faculty Evaluation and Review Committee, 1997/1998

Department Strategic Plan Committee, 1995/1996

Undergraduate Curriculum Work Group, 1995/1996, 1996/1997

MBA Curriculum Work Group, 1994-present

Co-coordinator of department practicum program, 1994/1995

Coordinator of Sales/Sales Management Career Day and program interest area sponsor, 1994/1995

Doctoral Studies Coordinator: responsible for recruiting, advising, evaluating and placing for a doctoral program of over 20 students (Arizona State University)

Doctoral Studies Committee, Chairperson, 1989/1990, 1990/1991 (Arizona State University)

Graduate Committee, 1988/1989 (Arizona State University)

Research and Development Committee, Chairperson, spring 1988 (Arizona State University)

Mu Kappa Tau Advisor, 1987-1991 (Arizona State University)

Pi Sigma Epsilon Advisor, 1984-1991 (Arizona State University)

Undergraduate Curriculum Committee, 1980/1981 and 1981/1982 (Arizona State University)

Marketing Club Advisor, 1980/1981 and 1981/1982 (Arizona State University)

Alpha Mu Alpha Advisor, 1982-1989 (Arizona State University)

Selected Professional Service

Member, Beta Gamma Sigma Board of Governors, 2012 – 2015

Director, SouthWestern Business Deans Association, 2011/12

IC² Institute Fellow, 2006 – 2013

President of the AMA Academic Division, 2005/2006

Vice-President elect for the AMA Academic Division, 2004/2005

Editor of the *Journal of Personal Selling and Sales Management*, July 2005-June 2008

Associate editor of the *Journal of Personal Selling and Sales Management*, 2002-July 2005

Sales/Sales Management Track Chair for the 2005 National Academy of Marketing Science meeting

Member of the Strategic Planning Group of the American Marketing Association, 2001-2004

Member of the Academic Council of the American Marketing Association, 2001-present

Co-Chairperson, American Marketing Association Winter Educators' Conference 2002

Editorial Review Board - *Industrial Marketing Management,* 2002-present

Editorial Review Board - *Journal of Personal Selling and Sales Management,* 1987-present

Editorial Review Board - *Marketing Education Review,* 1991-present

Editorial Advisory Board - *Journal of Marketing Theory and Practice*, 1993-present

Ad hoc reviewer for the following journals: *Journal of Marketing, Journal of Marketing Research, Journal of Retailing, Journal of Business Research, Journal of the Academy of Marketing Science, Journal of Public Policy and Marketing, European Journal of Marketing*

Consistently review for the American Marketing Association Summer and Winter Educators' Conferences since 1981

Co-coordinator of AMA Winter Educators' Conference special session on "Strategic Sales Management" 1994/1995

Chair of AMA George Hay Brown Nominating Committee, 1994/1995

Co-Chair of sales and sales management special session at 1995 Winter American Marketing Association Educators' Conference

Co-Chairperson of the special topics session on salesperson motivation and relationship selling at the American Marketing Association 1991 Winter Marketing Educators' Conference

Co-Chairperson of the special topics session on sales and sales management at the American Marketing Association 1990 Winter Marketing Educators' conference

Member of Conference Planning Committee and Track

Chairperson for the 1989 AMA Financial Services Marketing Conference

Abstracts Editor, *Journal of Personal Selling and Sales Management*, responsible for coordinating the review of over 50 business periodicals on a quarter annual basis 1988-1993

Co-Chairperson of Services Marketing Workshop, 1987 Southwestern Marketing Association Conference

External Promotion and Tenure Review

Bradley University, tenure and promotion to associate professor (2011)

East Carolina University, full professor (2008)

Ohio University, full professor (2006)

University of Nebraska, full professor (2006)

Pennsylvania State University, promotion to associate professor (2005)

Florida State University, tenure (2004)

University of New Mexico, promotion to associate professor (2002)

Ohio State University, promotion to associate professor (2001)

State University of New York at Binghamton, promotion to associate professor (2000)

University of Nebraska-Lincoln, promotion to associate professor (1999)

Purdue University, promotion of associate professor (1999)

Ohio State University, promotion to associate professor (1998)

Utah State University, promotion to associate professor (1997)

Consultation

Research projects or provision of marketing expertise for a variety of organizations in Arizona and nationwide including: Premier Marketing Group (Columbia, MO); Boone County National Bank; Arizona Public Service; Valley National Bank; First Interstate Bank of Arizona; Las Vegas, Nevada Convention Authority; National Association of Life Underwriters; and Arvin Industries, a manufacturer of heating and air conditioning systems.

Expert witness for IMPRA, Incorporated and Jarussi and Bishop.

HONORS AND AWARDS

University of Missouri Faculty-Alumni Award, 2005

Pinkney C. Walker Professorship in Teaching Excellence, 2003

Nomination by the College of Business for the William T. Kemper Fellowship in Teaching Excellence, 2003

College of Business nominee for the University of Missouri-Columbia Faculty Alumni Award 2002/2003, 2003/2004

Hans Thorelli Award for *European Journal of Marketing* Outstanding Award for Excellence, 2001 for "Relationship Unrest: Strategic Perspectives for Business-to-Business Marketers," with D. Good *European Journal of Marketing, Vol.35, no.5/6, 2001, 549-565.*

University of Missouri - Columbia Golden Chalk Award for Outstanding Graduate Instruction, 2001.

University of Missouri - College of Business, 2001 O'Brien Teaching Award.

Outstanding paper award for sales/sales management track at the 1997 Academy of Marketing Science Conference for "Help-seeking as a Managerial Tool for Improving Salesperson's Job Satisfaction and Job Performance," with Po-Chien Li, *Proceedings of Academy of Marketing Science*, 1997.

Outstanding paper award, 1995 in the *International Journal of Service Industry Management* for "The Internal Service Encounter," with D. Gremler and M.J. Bitner, *International Journal of Service Industry Management*, Vol. 5, No. 2, 1994, 34-56

Outstanding Reviewer Award by the *Journal of Personal Selling and Sales Management*, 1995

MBA Association Teacher of the Year Award, University of Missouri, 1993/1994

Direct Selling Educational Foundation invited Faculty Fellow for program on Consumer Advocacy, 1992

Invited faculty presenter for the American Marketing Association faculty Consortium on Sales and Sales Management, 1992

May D & F Faculty Fellowship, 1985

Honorary member of Alpha Mu Alpha, 1984

Direct Selling Education Foundation Research Fellowship, 1984

Direct Selling Education Foundation Fellowship, 1984

Macy's of California Fellowship, 1984

Outstanding paper award in the Marketing Management track at the Academy of Marketing Science Conference for "Utilization of Segmental Analysis and Performance Measures," with D. Jackson, Jr. and L. Ostrom, *Proceedings of the Academy of Marketing Science Conference*, 1982

Member of Beta Gamma Sigma, 1979-present

Representative of University of Colorado at American Marketing Association Doctoral Consortium, 1979

PROFESSIONAL MEMBERSHIP

Academy of Marketing Science

American Marketing Association

Beta Gamma Sigma

Mu Kappa Tau

Pi Sigma Epsilon (Professional Sales Fraternity)

Alpha Kappa Psi

PERSONAL DATA

Office: Michael F. Price College of Business, University of Oklahoma, 307 W. Brooks, Room 207
Norman, OK 73019; Phone (405) 325-0100; e-mail: EvansK@ou.edu

Home: 3316 Quidnet Road, Norman, OK 73071; Phone (405) 701-1797

Marital status: Married, two grown children

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve — **Royal Ambassador Academy Charter School**
2. Full name — **Joseph D. Deshotel**

   Home Address — **1310 Calvin St**

   Business Name and Address — **Law Office of Joseph D. Deshotel**

   Phone Number — **409-212-1400**

   E-mail address — [redacted]

☐ Resume and professional bio are attached here.

X☐ Resume and professional bio are attached elsewhere in the application (indicate Attachment number). Exhibit A

3. 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.

   ☐ Does not apply to me X Yes

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

   Familiar with the founders commitment to excellence in education

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

   Set Policy

6. 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.

   Our Mother of Mercy School Board, Monsignor Kelly High School, Lamar University System Board of Regents

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

   An understanding of the duties of a board member and an administrator

School Mission and Program

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

   A Montessori academic approach, incorporating social, emotional and moral learning component.

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

   A Montessori approach where students will learn at their own, teacher guided, individual pace.

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

   Strong parental involvement and higher assessment scores

4. How will you know that the school is succeeding (or not) in its mission?

   Satisfaction of parents and assessment scores

Governance

1. Describe the role that the board will play in the school's operation.

   The policy making process should reflect the boards intent and articulate a definite course of action, delegate key responsibilities, declare desired outcomes

2. How will you know if the school is successful at the end of the first year of operation?
   I'm not sure if one year can determine success but I would review parental satification and End of Course assessments.
3. How will you know at the end of four years of the school is successful?
   Adequate Yearly Progress toward the goal of 100% percent of students meeting state standards
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   Have a clear vision of the goals and mission and an understanding the difference between a board member and an administrator.
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 interests of the school?
   Seek counsel from TEA

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know these individuals X Yes
2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees ☐ Yes
   N/A Don't think there are any employees
3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X I / we do not know any such persons ☐ Yes
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. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   X I / we do not know any such persons ☐ Yes
5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A X I / we or my family do not anticipate conducting any such business ☐ Yes
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.
   X Does not apply to me, my spouse or family ☐ Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.
   Law Office of Joseph D Deshotel

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 No If so, please state the compensation you expect to receive.

   Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
    ☐ Yes X No If so, please state the compensation you expect to receive.

    Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. 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 within 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 No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) 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 No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
    ☐ Yes X No If so, give details.

Certification

I, Joseph D. Deshotel, 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.

Joseph D Deshotel
Signature

March 21, 2014
Date

VERIFICATION

State of Texas

County of Jefferson

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

Subscribed and sworn to before me this 21st day of

March, 2014.

(Notary Public) Jewel G. Cooper

My commission expires July 25/2017

(SEAL)

JEWEL G. COOPER
Notary Public, State of Texas
My Commission Expires
July 25, 2017

Representative Joe Deshotel's Bio

Rep. Deshotel has the honor of representing the people of the 22nd Legislative District, which includes most of Jefferson County. He is an attorney, businessman and life-long resident of Beaumont. Deshotel is married and has one son.

Prior to serving in the Legislature, Deshotel served on the Beaumont City Council and was appointed by Governor Mark White to the Lamar University Board of Regents. He organized Lamar University's first NAACP chapter and helped rename the former Spur 380 to Martin Luther King, Jr. Parkway. He also served as vice president for administration and legal counsel of Lamar University-Beaumont.

He is a graduate from Lamar University and received his law degree from Thurgood Marshall School of Law. His long career of public service began as a member of the Beaumont city council in 1982 and was first elected to the state legislature in 1998.

After the end of the 76th Legislative Session, the Legislative Study Group, the largest caucus in the state, presented Rep. Deshotel with the Rising Star Award honoring his outstanding dedication and achievements.

In the 77th Legislative Session, his colleagues in the Texas Legislative Black Caucus elected him caucus chairman and he has sense served as legal counsel to the Caucus.

In the 78th Legislative Session, the Speaker appointed Rep. Deshotel to the House Appropriations Committee which is the budget writing arm of the House. He also served as the vice chair of local & consent calendars, the chairman of budget oversight for the House Elections Committee and on the select committee on state health care expenditures.

In the 79th Legislative Session Deshotel was appointed to the House Committees on Economic Development, on Transportation and on Redistricting.

In the 80th Legislative Session Deshotel was appointed to serve as chairman of the House Economic Development Committee while continuing his service on the Transportation Committee.

In the 81st and 82th Legislative Session Deshotel was appointed to serve as chairman of the House Business and Industry Committee.

In the 83th Legislative Session Deshotel chaired the Land Resource Management Committee and served on the Public Education Committee.

Jehoveh Jireh Village CDC
CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-5006 (Fax)

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve **Royal Ambassador Academy**
2. Full name **John R. Adolph**
   Home Address **7665 Merion Drive, Beaumont, Texas 77707**
   Business Name and Address **Antioch Missionary Baptist Church**
   Phone Number **409-893-1159**
   E-mail address [redacted]

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (indicate Attachment number).

3. 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.
   ☒ Does not apply to me ☐ Yes
4. What was your motivation to serve on the board of the proposed charter school?
   I am interested in being a part of the education of my communities' children.
5. What is your understanding of the appropriate role of a public charter school board member?
   The role is to govern and oversee the school's operation to make sure it stays in compliance and produces successful students.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I have 16 years of experience serving on various boards which impacts and shapes the organizations and communities where I live.
7. Describe the specific knowledge and experience that you would bring to the board.
   I am an influential leader in my community and earned a vital reputation of being a person who strives to make positive impacts in people's lives. I have many years of leadership ability and can effectively raise funds and solicit support for the school.

School Mission and Program

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

I know the charter school will provide arts, science, technology, engineering, and math curriculum to produce well-rounded elementary students. The guiding belief is to develop tomorrow's leaders today.

John R. Adolph

Jehoveh Jireh Village CDC
CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-5006 (Fax)

2. What is your understanding of the school's proposed educational program?
The charter school will teach Pre-K 4 through 8th grade. We will use a Montessori approach to learning. The school will implement innovative techniques to foster an environment that will make our students eager to learn.

3. What do you believe to be the characteristics of a successful school?
A successful school consists of competent, well-trained, qualified teachers, curriculum and innovative teaching techniques that engage students, and strong parental and community involvement and support.

4. How will you know that the school is succeeding (or not) in its mission?
Our school will be shown as successful by the number of achieved goals accomplished, the students' test scores, the number of children promoted to the next grade, and the high number of parental involvement.

Governance

1. Describe the role that the board will play in the school's operation.
The board will be an advocate for our students. The board will make decisions about the programming, adopt budgets, provide financial reports, and approve curriculum.

2. How will you know if the school is successful at the end of the first year of operation?
Before the school begins to operate, achievable goals and benchmarks will be set and throughout the year, the goals will be monitored for success or adjustments as necessary.

3. How will you know at the end of four years of the school is successful?
Through goal setting and having deadlines, the school's performance will be measured by how well the children perform through testing, how well our operating budget is managed, and how well our staff passes its evaluations.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board needs to be an active, visible entity that will fundraise to make sure the school can efficiently operate. The board will interact with the staff and parents to make sure issues and concerns are addressed.

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 interests of the school?

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The Royal Ambassador Academy will have board policies in place to make sure all members conduct themselves ethically and in accordance with statutes and laws. If a member violates the school's code of ethics, disciplinary actions will be enforced.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I/we do not know these individuals ☐ **X** Yes

   Yes, my wife and I know the other members of the board through church and community involvement.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☐ I / we do not know any such employees ☐**X** Yes

   Dr. Johnny Brown is a retired educator and member of the church that I pastor. He will be the superintendent for Royal Ambassador Academy Charter School.

3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   X☐ I / we do not know any such persons ☐ Yes

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. If the answer is in the affirmative, please describe any such relationship.

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

   ☐ I / we do not know any such persons ☐ Yes

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5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.
   X☐ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

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

7. List all business or organizations of which you are a partner or in which you have a majority interest.
   Exalting the Savior Ministries LLC.
   John R. Adolph Ministry

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** No If so, please state the compensation you expect to receive.

   Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
    ☐ Yes ☐ **X**No If so, please state the compensation you expect to receive.

    Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

John R. Adolph

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11. 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 within 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** No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) 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** No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
☐ Yes ☐ **X** No If so, give details.

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I, John Adolph, 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 03/20/2014

VERIFICATION

State of Texas

County of Jefferson

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

Subscribed and sworn to before me this 20th day of March, 2014.

(Notary Public) _____

My commission expires July 25, 2017

(SEAL)

John R. Adolph

Dr. John R. Adolph, Pastor

Dr. John Robert "Bobby" Adolph was born on April 9, 1966 in Houston, Texas. He is the son of the late Seymour V., Sr. and Lady Barbara Adolph. He attended East Houston Elementary School, Kirby Middle School and Smiley Senior High School. Dr. Adolph entered Texas Southern University on full scholarship in 1984 and received a BBA Degree in December 1989. In 1992 after being ordained in the ministry by his father Rev. Seymour Adolph, Sr., Pastor at New Hope Baptist Church in Houston, he continued matriculating at Morehouse School of Religion in Atlanta, GA. While in Georgia he met and married the love of his life, Dorrie Eileen and they are now the proud parents of two children, [redacted] Adolph.

Upon graduation from Morehouse with a degree of Master of Divinity, Pastor Adolph was called to become the under shepherd of the Antioch Missionary Baptist Church in Beaumont, TX. He accepted this call and has led the flock for 15 years. In pursuit to further his education and his desire to learn more of the teachings of religion, he entered the Houston School of Theology and graduated with his doctorate degree.

Pastor Adolph is active in many facets of both religious and community affairs. He is on the Board of Directors for Memorial Herman Baptist Hospital, the Board for the National Baptist Convention, Inc. of America, the Board of the "I Have a Dream" program, the President of the Southeast Chapter of One Church One Child adoption agency, a Rotary club member, a member of the ministerial alliance, the CEO of Jehovah Jireh Village and many more community endeavors.

Pastor Adolph arrived in the Beaumont area with a vision. Because of his dynamic preaching and teaching of the word of God membership at Antioch has grown to nearly 9,000. Pastor Adolph had a vision for the city and community and from this vision the church purchased 29 acres of land upon which a new edifice was constructed located at 3920 W Cardinal Drive. His vision went further and came to fruition with the city opening new streets, for the first time ever by a church, and the building of affordable homes for low to middle income families and first time homebuyers. Still, his vision did not stop there; a new building is under construction for a school for youth education as well as plans for Senior Citizen Apartments. We have also partnered with the builder in the construction of affordable townhomes. In continuing with spreading the word throughout the world, Pastor Adolph has traveled extensively not only within the United States but also to Haiti, Ghanna, Accrra, Kenya and Oxford in England.

Pastor Adolph is especially known for the sermon "Somebody Go Get Leroy". This message has reached from the ghetto to the White House, to overseas and to the men and women of our armed forces. He has authored several books, has a daily devotion blog and more recently established the Community Tabernacle Church in the San Jacinto mall in Baytown, TX. He has instituted an extension of the Grace School of Theology for training of those interested in the ministry. Truly a man without a vision is a man with no destiny. Pastor Adolph is indeed a man of vision on a mission.

John R. Adolph

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve — **Royal Ambasssador Academy Charter School**
2. Full name — **Angela Corbin Bransford, J.D.**

   4390 Sterling Lane Beaumont, Texas 77706

   Business Name and Address — **N/A**

   Phone Number — **409-790-9531**

   E-mail address — [redacted]

☐ Resume and professional bio are attached here.

X Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____

3. 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.

   ☐ Does not apply to me X Yes

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

   Familiar with the founders commitment to excellence in education

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

   Set Policy

6. 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.

   St. Anthony Cathedral Basilica School Board, Beaumont, Texas

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

   An understanding of the duties of a board member

School Mission and Program

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

   A Montessori academic approach incorporating social, emotional and moral learning as well.

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

   A Montessori approach where students learn at their own pace facilitated by their teacher(s).

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

   Devoted teachers and staff coupled with strong parental involvement and high expectations.

4. How will you know that the school is succeeding (or not) in its mission?

   Self esteem of the students, parental satisfaction and assessment scores to verify improvement.

Governance

1. Describe the role that the board will play in the school's operation.

   The board will set goals and delegate how to reach and them.

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

   Ensuring the framework/foundation has been laid for students to learn like never before.

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

   High expectations, strong parental involvement, community support.

Angela Corbin Bransford, J.D.

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

Having a clear vision of the mission and goals of the school and understanding the boards role is advisory and not administrative.

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 interests of the school?

Seek counsel from TEA.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know these individuals ☐X Yes

Joe Deshotel and my husband are in the same fraternity, Sigma Pi Phi. I do not know Dr. Evans, however, his Provost, Dr. Stephen Doblin, is my neighbor. Rev. Adolph is my pastor; he is also in the same fraternity, Sigma Pi Phi, with my husband and Joe Deshotel. Gen. Brailsford and Dr. Johnny Brown are my fellow church members at Antioch.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   X☐ I / we do not know any such employees ☐ Yes

I don't know who the employees are, so I don't know if I know any of them. I don't think so.

3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   X☐ I / we do not know any such persons ☐ Yes

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. If the answer is in the affirmative, please describe any such relationship.

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

   X☐ I / we do not know any such persons ☐ Yes

5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.

   X☐ N/A X☐ I / we or my family do not anticipate conducting any such business ☐ Yes

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.

   X☐ Does not apply to me, my spouse or family ☐ Yes

Angela Corbin Bransford, J.D.

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

I don't have any. My husband is co-partner of Southeast Texas Cardiology Associates.

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

none

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

☐ Yes ☐X No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

NONE

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

☐ Yes ☐ X No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

NONE

11. 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 within 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 No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) 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 No If so, give details.

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

☐ Yes ☐ X No If so, give details.

Certification

I, ANGELA CORBIN BRANSFORD, 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.

Angela Corbin Bransford

Signature

March 20, 2014

Date

Angela Corbin Bransford, J.D.

VERIFICATION

State of Texas

County of Jefferson

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

Subscribed and sworn to before me this 20th day of March, 2014.

(Notary Public) Jewel G. Cooper

My commission expires July 25, 2017

(SEAL)

JEWEL G. COOPER
Notary Public, State of Texas
My Commission Expires
July 25, 2017

Angela Corbin Bransford, J.D.

ANGELA CORBIN BRANSFORD

4390 Sterling Lane
Beaumont, Texas 77706
(409) 790-9531 cell phone
(409) 898-0205 home

EDUCATION

Georgetown University Law Center, Washington, DC
Juris Doctor, February 1, 1995.

University of Arizona, Tucson, AZ
Major: Management Information Systems.
Bachelor of Science in Business Administration, December 21, 1984.

EMPLOYMENT EXPERIENCE

Post Law School:

Assistant to the President for Equal Opportunity
Columbus State University of the University System of Georgia, Columbus, GA May 1996 to August 1997.

During Law School:

Student Library Assistant
Georgetown University Law Center, Washington, DC, 1991 – 1994.

Personnel Assistant
Public Defender Service, Washington, DC 1992-1993.

Law Clerk
Arlington County Office of Human Rights/EEO, Arlington, VA, 1991.

Pre Law School:

Equal Employment Opportunity Officer
American University, Washington, DC, 1987 – 1990.
Associate Computer Programmer
International Business Machines, Clear Lake, TX, 1985 – 1987.

Additional Activities:

Family:

Wife: Paris Patrick Bransford wed 6-6-1987

Mother: [redacted]

Secretary / Treasurer Paris P. Bransford, MDPA
Beaumont, Texas 1997 to present.

Community Service:

Education Advocate:
Antioch Children's Church and Christian Academy since 2009
St. Anthony Cathedral Basilica School Board 2007 - 2012
Quality Literature / Willard Library Advocate 2002 - 2007

Golden Triangle Links, Inc. since 1999
Western Area Youth Award Recipient Nominator 2007

Jack and Jill of Beaumont, Texas, Co-Founder & Member since 2001
Washington Elementary Book Drive Co-Chair March – July 2009

Junior League of Auburn, Alabama 1996-1997
Junior League of Beaumont, Texas 1999-2002
Chair, Tales for Toddlers 2002

Brownstone Addition Homeowner's Association Secretary since 2004

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Beaumont, TX 77720
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BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve **Royal Ambassador Academy**
2. Full name **Johnny Edward Brown, Ph.D.**
   Home Address **3950 Royal Meadows Street**
   Business Name and Address **J & C Brown Institute for Learning P. O. Box 159 Port Arthur, Texas 77642**
   Phone Number **409-332-7524**
   E-mail address johnnedwardbrown@aol.com

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (indicate Attachment number).

3. 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.
   ☒ Does not apply to me ☐ Yes
4. What was your motivation to serve on the board of the proposed charter school?
   I am interested in providing support and leadership because of the needs of children and I believe that I am uniquely qualified to make a positive difference in supporting children.
5. What is your understanding of the appropriate role of a public charter school board member?
   It is my understanding that the role of the board, as part of the body corporate, is to govern and provide general oversight to the operations of the school.
6. 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 served as a public service board member on the DeKalb County, Georgia Board of Health, providing governance and oversight to county health services. I have also served on other Boards, such as: the Boy Scouts of America Board of Directors in Metro-Atlanta, Georgia; and Rotary Club Board in Port Arthur, Texas; Junior Achievement Board in Port Arthur.
7. Describe the specific knowledge and experience that you would bring to the board.
   I have enjoyed extensive experience as an educator for over 40 years, as teacher, and administrator, including serving 15 of those years as Superintendent of Schools.

Dr. Johnny Edward Brown

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School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   The mission of the school is to provide an educational program which will address the needs of the targeted population, with a focus on character building and moral guidance and STEAM (science, technology, engineering, arts, and mathematics) emphasis, using a tailored Montessori pedagogical approach. The guiding beliefs are reflected in the following areas of focus. We believe it is important to produce leaders of tomorrow by: developing strong character, daring to hope, demanding respect, demonstrating intelligence, domineering in scholarship, discerning the truth, dominating in achievement, and displaying nobility.

2. What is your understanding of the school's proposed educational program?
   The school will include grades, PK-4 – 8. The educational plan will blend a child-centered, socially intelligent, morally conscious approach to teaching. The Academy will utilize the Montessori approach and provide an environment that emphasizes learning as an interactive process which focuses on individual needs of children.

3. What do you believe to be the characteristics of a successful school?
   A successful school is one in which students are successful in learning. We adults are responsible for putting the conditions in place to assure that students are able to grow and develop appropriately and excel in every way possible. Among other characteristics the following are important for success in a school: staff and faculty empowered, involved and committed; student centered attitudes among staff; children come first in decision making; decisions are based upon data and what is best for children; parents, families, and community engaged; high standards and expectations in place; numerous opportunities for student activities; students feel safe and secure; environment clean and well kept; clear and shared focus among staff; high levels of collaboration and communication positive among all concerned about the school; curriculum and instruction and assessment aligned with state standards; focused professional development program for staff; frequent monitoring of teaching and learning; supportive learning environment for children.

4. How will you know that the school is succeeding (or not) in its mission?

   The Board of Directors will work in partnership with the school leadership, and staff to establish goals, objectives and indicators of success including, but not limited to, test scores, reports on key success factors agreed upon, evaluation data relating to various programs and services, and survey results from parents, community and others on school

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performance indicators. We will also review the state accountability report.

Governance

1. Describe the role that the board will play in the school's operation.
   The Board of Directors will adhere to its duty to govern and oversee the management of the school. The Board will adopt policies, rules and bylaws as necessary to carry out these duties. The Board will provide support, resources and general encouragement to the school staff. The Board will work as part of the team to include the Superintendent and Board to set a path for success for all students in the school. The Board will be responsible for hiring and evaluating the Superintendent.

2. How will you know if the school is successful at the end of the first year of operation?
   The Board will set goals and targets for expected performance in cooperation with the Superintendent and monitor through reports from the Superintendent whether the targets are reached. The Board will also expect the Superintendent and staff to share a strategy or plan on how the Board's expectations will be achieved. Further, the Board will undergo a series of development sessions on roles and responsibilities in cooperation with the school leadership. Also, the Board will evaluate the Superintendent and require various reports on performance of students and staff including, but not limited to, student test scores, parent and community survey data, review of the state accountability report and other state reports on school performance indicators.

3. How will you know at the end of four years of the school is successful?
   The Board will set targets on expectations of where the school will be early in start up of the school. The Board will also set a schedule to undergo a series of development sessions on roles and responsibilities in coordination with the school leadership. The Board will also review student and staff performance data, with the expectation of continuous improvement for each year of operation of the school. The Board will pay particular attention to student performance, budget/finance reports, and, in general, the accountability reports, reflecting on improvement over time. Parent surveys will be utilized for input from parents and community, and the Board will expect the Superintendent to provide reports on the progress made in reflection to goals agreed upon in the school strategic/improvement plan.

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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 set policies consistent with its expectations and state and federal laws, which will ensure the conditions are in place for student success. The Board also will work in cooperation with the Superintendent to set mission, goals, targets for student and staff performance and monitor through reports and observations the progress made on achievement of the goals established. The Board will also provide support in the form of working with the community and businesses in fund raising for resources and support. The Board will evaluate the Superintendent, based upon performance indicators agreed upon and expect routine reports for review by the Board.

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 interests of the school?

It will be important for all members of the Board and staff to act ethically and in accordance with the law and what is best for the children. I would bring the matter up with the Board, including the entire Board, to include the member of question. If there was a matter of law I would place my concerns in writing and report the issue to the State of Texas and law officials, in accordance with what the law requires. This Board will police themselves and act ethically and in accordance with the law at all times.

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Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I/we do not know these individuals ☒ Yes

   Yes, the wife and I know or have met most of the individuals on the Board. We have been in attendance where the others were there in attendance at meetings, programs, and so on.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees ☒ Yes

   Self only, as educator for over 40 years. This school is new and no employee has been officially hired to date.

3. Indicate whether you (or your spouse) know 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). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

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. If the answer is in the affirmative, please describe any such relationship.

Dr. Johnny Edward Brown

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☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons ☐ Yes

5. If the school plans 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. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

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

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

One, only: Johnny & Carolyn Brown Institute for Learning, LLC.

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

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
☒ Yes ☐ No If so, please state the compensation you expect to receive.

The staff role I will play is that of being Superintendent of the school, and the salary will be set by the Board.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

Dr. Johnny Edward Brown

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N/A

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
☒ Yes ☐ No If so, please state the compensation you expect to receive.

The staff role I will play is that of being Superintendent of the school, and the salary will be set by the Board.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

11. 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 within 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 ☒ No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
☐ Yes ☒ No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?
☐ Yes ☒ No If so, give details.

Jehoveh Jireh Village CDC
CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-5006 (Fax)

Certification

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

Johnny Edward Brown
Signature

March 20, 2014
Date

VERIFICATION

State of Texas

County of Jefferson

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

Subscribed and sworn to before me this 20th day of March, 2014.

(Notary Public) Jewel G. Cooper

My commission expires July 25, 2017

(SEAL)

JEWEL G. COOPER
Notary Public, State of Texas
My Commission Expires
July 25, 2017

Dr. Johnny Edward Brown

Biographical Statement for Johnny Edward Brown, Ph.D.

Dr. Brown has enjoyed success in teaching and providing leadership for schools and school districts for many years, in particular in urban and minority environments in several states. In each case the record of his success is well documented in terms of: dramatically higher student test scores; balanced budget and increased reserves; improved facilities; increase in parent involvement; and learning environment more positive and appropriate and more.

The record of his success began as early as grade school, in Austin, Texas. He completed the undergraduate, graduate level and post-graduate level education work at Texas State University, B.S. in Ed., M.Ed., and mid-management administration certification and completed the terminal degree at the University of Texas at Austin, Ph.D.

Dr. Brown has been successful throughout his career in teaching and school administration, starting in San Antonio, Texas where his professional career began as a middle school science and physical education teacher and coach. Beyond that experience, he served as teacher and administrator in Austin, Texas: including, Assistant Principal at Crockett High School, and Assistant Principal and Principal of O. Henry Middle School, Principal of the Alternative School, and Central Office Associate Coordinator and Director of Student Support Services. Dr. Brown also served as Deputy Superintendent for Instruction for the Cleveland, Ohio Public Schools; Executive Deputy Superintendent for Educational Programs in Houston (supervised 300 schools through supervision of 12 Area District Superintendents and Curriculum and Instruction); Superintendent of Schools for four systems, including: Wilmer-Hutchins in Texas (recruited by TEA to assist with "takeover" process by Dr. Mike Moses); Birmingham, Alabama; DeKalb County, Georgia; and, most recently, Superintendent of the Port Arthur Independent School District in Texas, through June 30, 2013. Dr. Brown has also enjoyed serving as Adjunct Professor in Lamar University as Field Supervisor of Administrative Interns. Currently, he is engaged as partner in providing leadership for the planning and development of the Royal Ambassador Academy Charter School, Pr-K-8, and in the process of re-establishing an education consultant company, J & C Brown Institute for Learning.

While completing the doctorate at The University of Texas at Austin, the dissertation topic was: "Leader Behavior and School Effectiveness". He conducted research about what urban leaders do to make a difference in leadership in instruction and home-school relations. He explained as part of his research report that instructional leadership makes a major difference; and, in those schools in which parents are engaged in a meaningful way, the performance of children is higher.

Dr. Brown has achieved a consistent "track record" of success in "standing tall" in support of children: strong in character and ethics, supportive of personnel and involvement with the community for greater success for children and, thereby, for improving the quality of life for all. Dr. Brown has presented at education conferences throughout the nation on leadership and school improvement.

Dr. Brown is married to Carolyn J. Brown, also an educator. They have one son and two daughters. All three have graduated from college, including degrees from the University of Alabama at Tuscaloosa, Texas State University, and the University of West Georgia. The youngest daughter is a graduate student at The University of Houston.

RESUME

Johnny Edward Brown, Ph.D.
3950 Royal Meadows Street
Port Arthur, Texas 77642
E-mail Address: johnnedwardbrown@aol.com

PERSONAL INFORMATION

Place of Birth:	Austin, Texas
Marital Status:	Married to Carolyn Jean (Reese) Brown, MSSW
Children:	One son and two daughters

EDUCATION

Doctor of Philosophy – The University of Texas at Austin; May, 1991
Department – Educational Administration
Dissertation Title – Leader Behavior and School Effectiveness

Post Graduate College Work – Lamar University 12 hours, Beaumont, Texas, Superintendents' Academy, 2007-2008; Texas State University, 1978-1882-mid-management certification

Master of Education – Southwest Texas State University (SWT), San Marcos, Texas; (Current name: Texas State University) Aug. 1977; **Major** – Counseling & Guidance

Bachelor of Science in Education – SWT-Texas State University, San Marcos, Texas: May, 1970; **Major** -Health & Physical Education; **Minor** – Political Science/government

CERTIFICATIONS IN EDUCATION

Provisional High School – Health & Physical Education: Government/Political Science
Professional Counselor
Professional Mid-Management Administrator
Professional Superintendent

ADMINISTRATIVE EXPERIENCES

Adjunct Professor (Part-Time)-Web Based Field Supervisor for Interns-2010 - 2014
Partner for development of Charter School Program-Royal Ambassador Academy
Port Arthur Independent School District-Former-Superintendent (9,100 students; approximately $77 million dollar general budget; 1,100 employees)

Resume for Dr. Johnny E. Brown

Superintendent's Highlights of Progress/Accomplishments (Port Arthur)

A. **Academics:**

- Improved TAKS & STAAR scores and successful academic performance for students

- District State Ratings: District Academically Acceptable each year from 2007-2011 (not rated in 2006 due to Hurricane Rita & no state ratings for 2012). District met standards for 2013 report re: STAAR testing program

- Graduation Rate
  - Class of 2006: 61.0%
  - Class of 2010: 78.9% (increase of 17.9%)
  - Class of 2011: 81.9%
  - Class of 2012: 83%

- Completion Rate (Graduates and Continuers)
  - Class of 2006: 75.0%
  - Class of 2010: 84.8% (Increase of 9.8%)
  - Class of 2011: 84.2%
  - Class of 2012 87.6%

- Exit-level TAKS Scores- 2013
  - ELA: 83%
  - Mathematics: 81%
  - Social Studies: 98%
  - Science: 93%

- Annual Dropout Rate has decreased, showing fewer dropouts. *
  - Class of 2005-2006: 6.0%
  - Class of 2009-2010: 4.9% (Decrease of 1.1%)
  - Class of 2010-2011: 1.2%* State used different formula for this year

- Students who could not graduate due to TAKS non-mastery decreased, which is a very positive trend.

  - 2007: 142 TAKS non-masters
  - 2012: 19 TAKS non-masters
  - 2013: 23 TAKS non-masters
  - Note: Memorial High graduated 432 students in 2013, 94% of active students

- In February, 2009, the AdvancEd Accreditation Commission awarded PAISD a five year District Accreditation as a quality school system.

Resume for Dr. Johnny E. Brown

- In 2010 presented Superintendent leadership award at annual national SACS- CASI program in Atlanta. Formerly served as Vice-Chair of SACS/AdvancED State Council.

- Professional Learning Communities (PLC) now require documented, routine conversations among personnel concerning specific professional development topics .

- The Response to Intervention implementation has been enhanced for 2012-2013 by providing teachers and principals with an outline of specific procedures to raise achievement.

- Discipline referrals for Suspensions and Disciplinary Alternative Educational Program (DAEP) have decreased. Data reflect fewer incidences of discipline problems.

B. **Facility Improvements:** The Superintendent has provided leadership for the planning , passage, and execution of the 2007 Bond program as well as in the completion of the 2004 Bond Program, including planning and building of new campuses and renovations.

New Facilities

- Lee Elementary
- Wheatley School of Early Childhood Programs
- Memorial High School, CATE Building, and Theatre (Superintendent provided leadership in District to move forward after years of delay where officials were not able to agree on a site for the new high school)
- B. T. Washington Elementary
- Sgt. Lucian Adams Elementary
- Note: The New DeQueen Elementary opened on the Superintendent's first day on the job.

Renovated Facilities

- Lincoln Middle School, Port Arthur Alternative Campus
- Thomas Jefferson Middle School
- Memorial 9th Grade Academy at Austin
- Tyrrell Elementary
- Houston Elementary
- Dowling Elementary
- Travis Elementary
- Administration Building and new Board Meeting Room
- Wilson School of Performing Arts (1st phase of 3)
- Port Arthur Alternative Center (PAAC) facility, adjacent to Lincoln Middle School

- Additional Improvements
  - State of the art football field, including artificial turf field similar to that used by pro teams; improved press box; state of the art security system that monitors and

records activity in all areas of the stadium, including the parking lot; improved lighting in the parking lot, etc.

- Synthetic surface on the track at Memorial High School and on the auxiliary track
- Security camera systems that are operational on all campuses & stadium

C. **Financial:** Under the leadership of the Superintendent, the District has implemented sound financial strategies to ensure financial stability and appropriate use of resources.

- The District has enjoyed a balanced budget over multiple years in spite of state and federal budget cuts.
- The fund balance has increased since 2005, from the audited 2005 balance $6,592,346 to the 2011 audited balance of $30,562,705.
- The District received Superior Achievement, the highest rating of the Financial Rating System of Texas (FIRST) for five years in a row & Above Standard for 2012 in light of use of fund balance for critical areas. The District received a rating of Superior for 2013.
- The District has received three years of excellent audit results of Unqualified Opinion and no material weaknesses identified/no findings
- The improved District 2009 Outlook resulted in Credit Rating Upgrade by both Moody's (Aa3) and Fitch (AA-).

D. **Environment:** The Superintendent provides leadership in creating a positive environment for teaching and learning.

- The Superintendent routinely attends Campus events as well as community and church events and services. He has been invited to speak for organizations including Rotary clubs, PTA, Lions Club, Kiwanis Club, Leadership Southeast Texas, the Port Arthur Ministerial Alliance, Port Arthur Retired Teachers, Chamber of Commerce, Churches, and others.
- The Superintendent provides news reports about student and district success including, but not limited to, publishing his Sunday article in the Port Arthur News, as well as television interviews
- The Superintendent has embraced the Diversity Initiative in an effort to encourage participation of all ethnic populations in all the activities and functions of the District including, but not limited to, employment opportunities, academic and extracurricular activities for students, and parental involvement.
- The District has implemented Dual Language, Two-Way Immersion, and ESL programs to help students with limited English skills to master the state curriculum.
- An initiative is in place to assist non-English speaking parents in learning English. Parents also are able to learn computer skills in this program.
- Summer recreation and summer nutrition programs have been implemented, which previously were not available to students.
- Improved in discipline management,, including new dress code, grades pre-K - 12, soon upon assuming leadership in PAISD. Students pay less for clothing, less competition for brand-named clothing, safer due to similar dress among students. Also, in general discipline incidences are down substantially, as noted in data produced routinely.

Resume for Dr. Johnny E. Brown

- Initiated a series of town hall style meetings to engage the community in discussions about where we are, where the District is headed and how we will get there.
- Established curriculum nights for engagement of the parents, teachers, principals and others in communication about standards.
- Started the first Port Arthur Re-engineering for Academic Excellence Cash Award Scholarship Program for graduating seniors. The first year awards totaled $5,600 in awards ranging from $100.00 to $1,000.00. By the end of the third year, over $50,000.00 was awarded to youth through the program, and by the end of the sixth year, over $100,000.00 in cash awards provided in total awards counting multiple years of scholarships.
- Selected by AdvancED for award recognition for Outstanding Performance in Leadership during 2010 annual SACS CASI conference in Atlanta, GA.—Formerly served on State SACS-CASI, AdvancED Council as Vice-Chair.
- The District enjoyed success in eight schools in the State operated District Awards (DATE) for Teacher Excellence program, meeting the criteria for bonuses due to excellence in student achievement, student and teacher attendance and development for the last year of operation, 2010-2011-awards of over $600K
- Successfully implemented new elementary band program in support of increased opportunities for student exposure in the arts for all elementary schools.
- Implemented a Crisis Management System, which enables the District and campuses to notify parents in cases of emergency or general reports.
- Board approved several foreign trade and abatement projects with petrochemical industries
- District purchased ELMO scanners as part of technology enhancements to support instruction in the classroom
- District introduced Kindle devices in secondary schools as a pilot to increase and support reading by youth
- Implemented new police/security agency program for better security, with focus on supporting secondary schools and for better coordination among various police agencies in support for positive learning environments in our schools—piloted local program in PAISD initially, but moved later to a program facilitated by a local Constable and Deputy Officers.
- Upgraded professional development program for Saturday and after school and summer workshops focused upon areas of need.
- Implemented an instructional initiative involving campus-based teachers serving as coaches for teachers and students in the classroom.
- District was successful in securing two grants from the State of Texas in the form of dropout prevention and high school restructuring, including opportunity for training for staff relative to High Schools That Work program concepts.

Resume for Dr. Johnny E. Brown

- Implemented routine campus visits for monitoring of curriculum implementation. The curriculum staff also works with campus leadership in support for review, analyzing and using data.
- District collaborated with Lamar University to conduct a community survey about perceptions of District leadership and progress.
- Implemented the Titan Gazette for communication with staff and community about highlights of progress in the District. Also, District publishes team building magazine in which highlights of success are reflected through pictures of personnel of each school and department. The District also continues to publish weekly articles in the local newspaper to keep patrons up to date about District.

Politics of Education Information/ Reason (s) for leaving June , 2013

Port Arthur has experienced major changes in the make-up of the School Board, with 5 of 7 members different who serve on the Board when compared with the start of my tenure in 2006. The District was under State Management/Control when I assumed the role of Superintendent in Port Arthur. I aligned myself with those who favored major changes as required for progress and accountability, yet, there remain those who resist changes made and those pending. March 28, 2013 I resigned as Superintendent, effective at the end of my contract in September, 2014. The announcement was followed several weeks later with an updated resignation for earlier departure of June, 2014 and separation agreement between the School Board and me to allow the School District to transition to new leadership and for me to pursue other career options.

Education Consultant-Metro-Atlanta, GA., in transition from DeKalb County to Port Arthur, Texas --October 2004-August 2006

DeKalb County School System (100,000 students; approximately 1 billion dollar budget; 14,000 full time employees, 20,000 including part-time)
Superintendent, July 2002-October, 2004; consultant with system through June, 2006

Superintendent's Highlights of Progress/Accomplishments (DeKalb County)

- Increased graduation requirements from 22 to 24 units for 2004-05 incoming 9th grade students and set up 3 diploma career area options; requirement also in place for 4 years of English, math, social studies, science, including requirement for seniors to complete mathematics during senior year.
- Mathematics curriculum requirements strengthened for 7th grade pre-algebra and District-wide 8th grade- high school level algebra, starting 2004-05 school year
- Implemented new, more rigorous physical education & nutrition policies for students on k-12 basis.
- Implemented upgrades for equipment, training & wide-area network in technology program: $30m dollar project.

Resume for Dr. Johnny E. Brown

- Leadership & support provided for second $500m capital improvement program for new schools and renovations, safety & ADA compliance upgrades.
- 4 elementary schools named as U.S. Department of Education Blue Ribbon Schools over the last 3 years; other schools named as Georgia Schools of Excellence. Served for many years as a site visitor for Blue Ribbon Program.
- Southwest DeKalb High School recognized during 2004-05 year as having the highest number of African American students in the nation succeeding in advanced placement testing for history for the previous year.
- International Baccalaureate Program implemented during 2004-05 in three high schools starting with the 2004-05 school year, including Tucker, Martin Luther King, Jr. & Druid Hills High Schools.
- The district increased the number of schools meeting Annual Yearly Progress (AYP) from 70% to 86%, comparing 2003 to 2004. The data reflect 80 of 83 elementary schools making AYP and 17 of 20 high schools making AYP (1 alternative school and two schools with a high number of international students new to the country did not make it). The middle schools which did not AYP missed primarily due to scores of students with disabilities.
- Prior to my tenure in 2001-02 the district had 33 schools on the Title 1 "needs improvement" list; for the 2004-05 school year, however, prior to my departure, the district had only 11 Title 1 schools on the list and 3 non-title schools. Regarding "Choice" for 2004-05 the district had 11 Title 1 schools and 3 non-title schools on the list; this compares favorably with as many as 25 Title 1 schools on the "Choice" list prior to my tenure.
- Significant improvements were made on the ITBS test, for example, with the district's fall 2004-05 first graders scoring at the 77%ile level for reading comprehension, second graders at the 63%ile level, and fourth graders scored at the 60%ile level; all other elementary grades were at the 50%ile level or higher. The ITBS elementary performance for mathematics reflected that all grade levels scored above the 50%ile with the exception of second grade which was at the 49th%ile.
- 4 high schools named by Newsweek Magazine in 2002-03 for being among the top 4% of high schools in the nation.
- 26 teachers were named during the 2003-04 school year as national board certified; for 2004-05 19 additional teachers were named.
- Due to State problems with economy, reduced budget by $45.5m dollars for the 2003-04 school year and an additional $7m dollars for the 2004-05 school year, while no millage increase was imposed for 2004-05. Yet, no class size increase was made for either year and employees received a 2% salary increase in January, 2005. Regardless, the district received the top Moody rating for tans borrowing for the capital program at a 1.0%-1.7% rate. Increased reserves to over $40,000,000. The District applied deficit spending prior to my tenure for 4 of previous 6 years, leaving reserves far below established standards.
- Provided leadership and support for enhancements to the Paperless Application Tracking System (PATS) to better track applications, assignments, resignations, retirements, leaves of absence, job postings, budget & finance alignment.
- Established Call Center as part of customer service for the district.
- Established a "no waivers" initiative to ensure certified personnel in place; over 97% of teachers certified as of last report during my tenure.

Resume for Dr. Johnny E. Brown

- Provided leadership & support for development of new flexible insurance and benefits and for selection of new tax sheltered annuity record-keeper which allowed new employee options and a reduced number of vendors to deal with.
- Established a self-funded/fronted insurance program for the district's errors and omissions and liability coverage.
- Provided avenues for enhanced communication through efforts such as establishment of advisory committees ,e.g., business, faith based, principals, students (grades 6-12 eligible), auxiliary personnel, parents, human resources (customer service), Blue Ribbon (re: attendance boundaries, growth patterns, etc), Citizens Review (capital improvement advisory), and PEER (community volunteers assigned to advise based upon their professional expertise, e.g., safety issues, energy, etc).
- Provided leadership to enforce and strengthen implementation of the dress code.

Reason (s) for Leaving

- The school board and I agreed to go into different directions; mostly a case of politics of change when unpopular decisions are made for the sake of progress. I stood for excellence and support for all children to be successful by "raising the ceiling and the floor" for growth, equity and excellence in opportunities in terms of the proper conditions and environment for learning. Immediately upon assuming the position, 3 changes in the school board composition occurred out of 7 and another during the last year. We addressed accountability at all levels, resulting in some changes in organizational design and assignments, affecting some long-time employees, and we reduced spending by over $50m dollars, thereby affecting some favorite programs, services and personnel. We promoted higher academic standards and strengthened implementation of the dress code for a more positive learning environment. Finally, I stood for doing the right thing for children in all aspects such as for vendor contracts and personnel management (emphasizing fairness, procedure, and competence over favoritism); curriculum and instruction leadership; budget and construction management and more.

Birmingham City Schools (38,000 students; approximately $200 million budget; approximately 6,500 employees) Note: Prior to recruitment leading to tenure in District, they had the unfortunate designation of having 1/3 of the entire State's low performing schools located in the District; upon leaving the District there was none on that list.
Superintendent, January 1998-June 2002

Resume for Dr. Johnny E. Brown

Superintendent's Highlights of Progress/Accomplishments (Birmingham)

- Provided leadership to move the system from having over 30 schools on academic "alert" status in 1997-98 (one third of those on "alert" status in the State) to a status of having no schools on "alert" by the time of departure in 2002. While 4 schools were on the caution list at the end of my tenure, great progress was made recognizing that we moved the system from having only 22 schools on the "clear" list when I was first employed to 62 schools on the "clear" list when I departed; again, the system had no schools on the "alert" list upon my departure.
- Birmingham as a system was on the academic "clear" list for three straight years once I assumed the position of Superintendent.
- The average level of Birmingham children on the Stanford Achievement Test rose during my tenure from the 37%ile to the 49%ile.
- The district earned "A's" on the State report card for student success on the Alabama High School Graduation Exam in 2001. 94% of students passed the test which was almost 20% better when compared with the year 2000 when the system earned a grade of "C".
- Provided leadership to implement "Project Algebra" which resulted in all 8th grade students being required to take high school level algebra for high school credit. Project Algebra also made the Everyday Math Program the curriculum for grades K-6 (implemented in coordination with the University of Alabama at Birmingham) and pre-algebra was required for 7th grade students. The system also implemented "I Can Learn Algebra" classrooms in 5 schools in the district.
- Provided leadership to implement "Project R.E.A.D.S". Utilizing research on how children best learn to read, the system initiated the "Balanced Approach" to reading instruction, combining the best of both phonics and whole language instruction. In the fall of 2001 the system became the first in the nation to implement the Universal Literacy Program in all of its elementary schools, developed by Voyager Expanded Learning.
- Leadership was provided to implement a $50m technology plan utilizing funds from E-rate (largest per capita grant awarded to any system in 1999) and the City of Birmingham. The district purchased laptop computers for all teachers, counselors, librarians, principals, assistant principals, and selected others to use. Some 8,000 internet-linked desktop computers were installed, including three per classroom in permanent buildings and an internet laboratory was provided per school. Desktop telephones were installed in classrooms. The system won an award through the Smithsonian Institute in Washington, D.C. resulting from innovations in technology.
- The district was proud to partner with UAB and the McWane Science Center to pilot a genetics class at Ramsay and Parker High Schools during the 1999-2000

school term. The course, which included DNA research, became widely available in the district following the pilot year.

- Leadership was provided to increase dramatically the number of students who enrolled in Advanced Placement (AP) coursework; also, specific efforts were made to provide development opportunities for teachers for certification required to teach these courses.
- The district earned "A's" for both 2000 and 2001 on the State Report Cards for the percentage of career-technical education programs that are certified by business or industry.
- Leadership was provided to partner with the McWane Center to enable every sixth grader to participate in the Challenger Learning Center Program. The district was also proud of partnerships with other museums such as the Birmingham Museum of Art and the Birmingham Civil Rights Institute.
- The district was proud to work in partnership with the National Commission on Teaching and Americas Future in coordination with Dr. Linda Darling-Hammond of Stanford University (formerly with Columbia Teachers College) as one of very few urban centers in the nation in support of learning. Three areas of focus were identified as major priorities: professional development, school organization/recruiting, and grading &assessment
- Major efforts were made on implementation of the district's strategic plan. Support was provided by Dr. Bill Cook of the Cambridge Group in coordination with the school board, central and school-site staff, parents, and community. Areas in focus included: improve achievement, "close the gap" in learning, environment, finance, diversity; use of data and accountability for all.
- Leadership was provided to "clean up" financial records that had gone many years unaddressed prior to my tenure. Improvements were made to reduce audit findings when my tenure was compared to as many as ten years before. Efforts resulted in building reserves, reflecting increase of some $7m 1998, $1m for 1999 and $3.2m for the year 2000. At the end of 2000 the district had a larger reserve fund than any district in the State of Alabama at $24.5 million.
- The onset of State Proration (reduction of State funds during the year, thereby, not providing what was promised and budgeted) resulted in the need to "dip" into reserves to replace those dollars lost from the State. The other choice was not a good choice of eliminating in mid-term over $9m of personnel, programs and services in place for children. Appropriate reductions were made as part of our efforts, especially administrative. We are proud of our progress in spite of the politics of misinformation.
- Leadership was successful in receipt of grants, e.g., the Community Foundation of Greater Birmingham awarded the district a grant for $158,700 in support of the district's strategic planning and implementation efforts. In February 2002 the Area Chamber of Commerce agreed to provide $500,000 to be placed in the Foundation account to address future needs of children. In 2000 the school district received a grant of $5,275,000 from the Urban Systemic Program of the

National Science Foundation. The City of Birmingham voted and the school board accepted access of over $200m to support the district's $300m capital program (City & State resources combined), making the program the largest ever in the State of Alabama, especially when combined with State funds.

- Senior students were provided cash scholarship awards, e.g. in April 2002, 40 students received $24,000 with student awards ranging from $300 to $2,000.
- Leadership was provided to highlight success of senior students through the annual Mr. and Miss Birmingham City Schools Pageant which was suggested by a member of the student advisory committee (a group which met directly with the superintendent on a regular basis). Scholarships were provided for students selected to participate with special awards provided to the winners. '
- The district focused on environmental conditions, such as parental involvement, condition of buildings for cleanliness and upkeep, and student dress and conduct. The district implemented a dress code for all grades, The district also implemented a 12 point discipline/safety plan under my leadership, e.g., requirement that students use clear of mesh backpacks. The district also installed surveillance cameras in high schools and middle schools and purchased metal detectors for use in secondary school extracurricular activities.
- The school board eliminated use of corporal punishment under my leadership and revised administrative procedures to increase options such as in-school suspension which did not exist widely prior to my administration.
- Birmingham was able to reduce the number and percentage of student suspensions over a two year period from 1998-99 to 2000 by 71.9% through use of extended day programs, in-school options, and implementation of the transition action and strategic plans.
- The Fox 6/Post Herald School Cleanup Program was implemented in cooperation with businesses, schools, and school district to help paint, landscape, and clean schools. Cleanups were held twice annually in March and October; 67 schools participated prior to my departure. Overall 43,000 volunteers participated through October 2002.
- The opening of the year celebration called "It Takes A Village To Raise A Child" began in 2000. Schools planned special events and invited parents and community to participate in opening of school year activities. For example, over 19,000 parents visited the first two days of the school year. Family involvement was emphasized throughout the year, and each school was required to have in place a parental involvement improvement plan.
- Leadership was provided to establish and implement the largest ever capital program in the State of Alabama for schools. Numerous projects were completed or started during my tenure, including construction of five new schools or schools with major renovations, such as the George Washington Carver High School for

Health Professions, Engineering, and Technology-the first high school built in 30 years in the system.

Reason(s) for leaving

- I was recruited and selected for the position of superintendent of the DeKalb County School District. Several years prior to selection, I was one of two finalists for the same position with my replacing the person selected upon his retirement in 2002. Coincidentally, the State modified the organization of the Birmingham school board for implementation at about the time of my departure, moving from a school board appointed by the mayor and city council to an elected school board.

Wilmer-Hutchins Independent School District (3,200 students; approximately $20 million dollar budget; approximately 450 employees)—Recruited as part of Texas Education Agency State "take over" initiative to work in coordination with State Appointed Managers. Superintendent, August 1996 – January 1998

Superintendent's Highlights of Progress/Accomplishments (Wilmer-Hutchins) in coordination with State of Texas , recruited as part of State Intervention Program

- Led efforts to raise achievement test scores in the district in all subjects and grade levels on the State required criterion reference test, spring 1997 with increases noted as follows:
  - -Third grade-17.9% increase in all tests taken
  - -Fourth grade-5.4% increase
  - -Fifth grade- 25.6% increase
  - -Sixth grade-11.9% increase
  - -Seventh grade-12.5% increase
  - -Eighth grade-5.7% increase
  - -All grades combined-13.7% increase in all tests taken
- As another gauge of academic success, one dramatic highlight was the success of the Wilmer Elementary third graders as 71% of students passed the TAAS math test in 1997, up by 23.4% over the previous year.
- In 1997 led efforts for improvement in the form of an example of one campus which achieved exemplary status (C.S. Winn Intermediate) and three schools were awarded recognized status (Mamie White Elementary, Alta Mesa

Elementary, and Bishop Heights Elementary). Wilmer Hutchins High School moved from low performing status to acceptable status.

- Provided leadership in the development and implementation of a balanced budget, the first in many years prior to my tenure. Several budget reductions were made in favor of focus on schools and not central operations, and efforts were made to better align spending with the district's strategic plan and student needs. The district was in debt when I was hired.
- Initiated district-wide reading initiative focused upon the balanced approach to the teaching of reading.
- Leadership was successful in implementing a district-wide curriculum alignment initiative.
- As part of organizational design work, five of seven school principals were replaced and all staff were held to a higher level of accountability in moving the system forward for success. The administrative level was immediately reduced by 10 and the staff of approximately 221 teachers was reduced to approximately 175. Basic bookkeeping procedures were instituted to better manage finances; the system was in debt by $2million dollars when I assumed the position of superintendent.

Reason(s) for leaving

- I was recruited and selected for the position of superintendent of the Birmingham City School District.

Houston Independent School District (207,000 students; approximately 1 billion dollar + budget; approximately 28,000+ employees. Supervised all curriculum & instructional programs and approximately 300 schools. Supervised 12 Area District & other Deputy Superintendents who supervised schools & school programs). District was very successful especially in improving student achievement through implementation of the District's Beliefs and Visions (District Strategic Plan), holding staff accountable for results, budget & finance, use of data, and alternative programs. District had many schools named as exemplary and had reading scores that compared well with districts across the country resulting from the balanced approach in teaching reading.
Executive Deputy Superintendent, January 1995 – August 1996

Reason(s) for leaving

- I was recruited and selected by the State of Texas Department of Education in coordination with the local School Board as part of a School District State

takeover process, resulting from previous years of problems with finance and academics. The system was more successful during my tenure than at anytime before or after. The system has been absorbed by the Dallas Independent School District as a result of State action due to continued problems where the progress made during my tenure was not sustained.

Cleveland Public Schools (74,000 students; approximately $500,000,000 budget; approximately 10,000 employees). The district was very successful during my tenure for improving achievement through implementation of the district's strategic plan, Vision 21 in spite of major problems with finance prior to my tenure (district was in the "red", running a deficit program prior to my arrival).
Deputy Superintendent for Educational Programs, April 1993 – January 1995

Reason(s) for leaving

- I was selected by Dr. Rod Paige, formerly U. S. Department of Education Secretary, while he served as Superintendent of the Houston Independent School District. My role was to serve as his "top" or second in authority in the district while supervising approximately 300 schools and centers, with 12 Area District Superintendents. I also supervised curriculum and instruction for the district. At the same time my wife was selected in Texas for her first opportunity to serve as principal, and I returned to Texas in support of her opportunity to serve.

Austin Independent School District (AISD-74,000 students, approximately at time of tenure in AISD) $500,000,000 budget; 10,000 employees)

Fall, 1972 - Spring, 1993
Central Office – Director: Student Support and Area Director, 11/90-4/93
Principal – O. Henry Middle School, January, 1986 – December, 1989 (*Left for professional leave to complete doctorate in University of Texas/Texas Superintendent Preparation Program-remained on contract with Austin)
Assistant Principal, Middle & High School; Alternative School Principal; Coordinator of Student Affairs, 1979 – 1985

***Texas Education Agency (TEA)** – Effective Schools Data Resource Unit- Division of Accreditation – Research Associate. December 1989-November 1990; internship assignment associated with The University of Texas/Texas Education Agency Cooperative Supt. Program.

Resume for Dr. Johnny E. Brown

COUNSELING EXPERIENCE

Gary Job Corp Center, San Marcos, Texas-Counseling Internship Practicum, Summer, 1978.

TEACHING EXPERIENCES

Austin Independent School District
Anderson High School, 1973-1979
Murchison Junior High School, 1972-1973

San Antonio Independent School District
Riley Junior High School, 1970-1972

PAST & PRESENT PROFESSIONAL AFFILIATIONS & ACTIVITIES

MEMBER – American Association of School Administrators
MEMBER – The American Educational Research Association
MEMBER – National Association of Elementary School Principals
MEMBER – National Association of Secondary School Principals
MEMBER - Port Arthur Rotary Club
MEMBER – Phillip Schelecty's Superintendent Leadership Network (Center for Leadership and School Reform)
MEMBER – Atlanta Chamber of Commerce-Board of Trustees
MEMBER- Board of Health DeKalb Board of Trustees
MEMBER - Greater Atlanta Boy Scouts of America
MEMBER - Jr. Achievement – Board of Trustees
MEMBER – National on Teaching and America's Future Advisory Board
-Served on two occasions as participant in the President's Summit on Education at the White House - -President George Bush
MEMBER – Executive Committee of Dekalb County
-National television program on reading instruction with former Secretary of Education, Richard Riley

PUBLICATIONS/PAPERS

- **Dissertation – Leader behavior and school effectiveness***
- **Encyclopedia Article: Akins, W., & Brown, J. (1993). Sweatt v. Painter (1950) In Anderson, D., Asbury, C., Jones-Wilson, F., & Okazawa-Rey (Eds.). The Encyclopedia of African-American Education.**

Resume for Dr. Johnny E. Brown

- **Brown, J. (1991). Leader behavior and school effectiveness. Ann Arbor: University Microfilms International (U.M.I.).**
- **Brown, J. (1991). Leader behavior and school effectiveness. Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois. Unpublished paper based upon dissertation research findings.**

* **The dissertation research focused upon (a) site-based management, and (b) principals' administrative leadership relative to instruction and home-school relations. I had the pleasure of presenting a portion of the findings at the annual conference of the American Educational Research Association in Chicago, Illinois, April, 1991.**

Attachment D: Assurances

Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.

Proposed Charter School Name: Royal Ambassador Academy

Nineteenth Generation Charter Application
Bilingual Education/ESL, Section 504, and Dyslexia Assurances

TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and *19 TAC §§89.1201-.1265* require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

Check one:

☒ Yes

☐ No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794,* prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

☒ Yes

☐ No

TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28 and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794,* require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

Check one:

☒ Yes

☐ No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Reverend John R. Adolph

Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

3-11-14

Date

Jehovah Jireh Village Community Development Center, Inc.
Name of Sponsoring Entity

20-8653397
FEI No./Taxpayer ID

Royal Ambassador Academy
Proposed Charter School Name

TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

General Application of Assurances for Federal Programs Administered by the U.S. Department of Education

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such lime as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
Jehovah Jireh Village Community Develop	3-11-14	(409) 659-5937		
Typed Title of Authorized Official of Charter Holder				
Reverend John R. Adolph				
Address of Charter Holder		City	State	Zip Code
P. O. Box 20214		Beaumont	Texas	77720

DF/GA/CS-001R03

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that

(1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;

(3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f * of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;

(5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) in the case of any project involving construction-

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

(1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and

(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(2) the applicant will adopt and use proper methods of administering each such program, including —

(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

*** Section 1232f, United States Code, Title 20, Education**

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.

Proposed Charter School Name: Royal Ambassador Academy

Nineteenth Generation Charter Application
Special Assurances Document

The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:

Open Meetings Requirements:
The charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

Furthermore, the charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

Public Information Requirements:
The 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:
The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

Annual Training Requirements:
The 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 charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

Special RF Training:
The charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.

Proposed Charter School Name: Royal Ambassador Academy

Admission and Enrollment

The 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 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 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 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 State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.

The 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 was specifically approved by the SBOE when the charter was originally awarded, or if the charter was 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.

Withdrawal and Expulsion Issues

The charter holder 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 district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the district discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided.

The 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 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).

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 the previous page.

Reverend John R. Adolph
Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

3-11-14
Date

SAS 544-14
RFA 701-14-104

Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.

Proposed Charter School Name: Royal Ambassador Academy

Nineteenth Generation Charter Application
Special Education Assurances and Development of Policies and Procedures

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

Electronic Submission
Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at http://framework.esc18.net/.

Applicant Assurance Statement
The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures
Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance
For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at http://www.tea.state.tx.us/special.ed/escinfo/contact.html.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and *all* federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Reverend John R. Adolph
Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

3-11-14
Date

SAS 544-14
RFA 701-14-104

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: John Adolph
(Please Print or Type Full Name)

Employer or Company Represented: Jehoveh Jireh Village CDC, Inc
(Please Print or Type Full Name)

Position/Title: President
(Please Print or Type Full Name)

Date of contribution or gift: 2013 2008

Amount contribution or gift: 700.00 500.00

Name of person receiving contribution or gift: Jamie Smith, Joseph Deshotel

Detailed description of contribution or gift: County Clerk campaign
State Representative campaign

John Adolph
Print or Type Name of Sponsoring Entity Board President

3/12/14
Date

Signature of Sponsoring Entity Board President

3/12/14
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Johnny E. Brown Ph.D. 3/21/14
(Please Print or Type Full Name)

Employer or Company Represented: J & C Brown Institute for Learning, LLC
(Please Print or Type Full Name)

Position/Title: CEO
(Please Print or Type Full Name)

Date of contribution or gift: (1) 2008; 2012 Presidential campaign
Amount contribution or gift: (2) 2011; 2012; 2013 Donation to campaign of state Legislator — $1000 each yr = $2000 total
Name of person receiving contribution or gift: (1) President Obama
(2) Representative Deshotel
Detailed description of contribution or gift:
In each case, sent contribution via check

Reverend John R. Adkpd — 3/21/14
Print or Type Name of Sponsoring Entity Board President — Date

3/21/14
Signature of Sponsoring Entity Board President — Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Angela Corbin Bransford
(Please Print or Type Full Name)

Employer or Company Represented: N/A
(Please Print or Type Full Name)

Position/Title: N/A
(Please Print or Type Full Name)

Date of contribution or gift: 2013 2009 2005

Amount contribution or gift: 1000.00 500.00 500.00

Name of person receiving contribution or gift: Joseph Deshotel, Ted Cruz, Barack Obama

Detailed description of contribution or gift: Election campaign contribution

John R. Adolph
Print or Type Name of Sponsoring Entity Board President

3/20/14
Date

Signature of Sponsoring Entity Board President

3/20/14
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Kenneth Evens
(Please Print or Type Full Name)

Employer or Company Represented: Lamar University
(Please Print or Type Full Name)

Position/Title: President
(Please Print or Type Full Name)

Date of contribution or gift: None

Amount contribution or gift: None

Name of person receiving contribution or gift: None

Detailed description of contribution or gift: None

John Adolph — 3/21/14
Print or Type Name of Sponsoring Entity Board President — Date

3/21/14
Signature of Sponsoring Entity Board President — Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Howard Mills
(Please Print or Type Full Name)

Employer or Company Represented: Jehovah Jireh Village
(Please Print or Type Full Name)

Position/Title: Treasurer
(Please Print or Type Full Name)

Date of contribution or gift: none

Amount contribution or gift: none

Name of person receiving contribution or gift: none

Detailed description of contribution or gift: none

John Adolph
Print or Type Name of Sponsoring Entity Board President

3/12/14
Date

Signature of Sponsoring Entity Board President

3/12/14
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Albert Moore
(Please Print or Type Full Name)

Employer or Company Represented: JJV
(Please Print or Type Full Name)

Position/Title: Secretary
(Please Print or Type Full Name)

Date of contribution or gift: NONE

Amount contribution or gift: NONE

Name of person receiving contribution or gift: NONE

Detailed description of contribution or gift: NONE

John Adolph
Print or Type Name of Sponsoring Entity Board President

3/12/14
Date

Signature of Sponsoring Entity Board President

3/12/14
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Felicia Youngs
(Please Print or Type Full Name)

Employer or Company Represented: Jehovah Jireh Village CDC, Inc
(Please Print or Type Full Name)

Position/Title: Executive Director
(Please Print or Type Full Name)

Date of contribution or gift: 2004

Amount contribution or gift: 100.00

Name of person receiving contribution or gift: Joseph Deshotel

Detailed description of contribution or gift: State Representative campaign

John Adolph
Print or Type Name of Sponsoring Entity Board President

3/12/14
Date

Signature of Sponsoring Entity Board President

3/12/14
Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Joseph D. Deshotel
(Please Print or Type Full Name)

Employer or Company Represented: Royal Ambassador Academy Charter School
(Please Print or Type Full Name)

Position/Title: proposed board member
(Please Print or Type Full Name)

Date of contribution or gift: See Reports Filled with

Amount contribution or gift: Texas Ethics Commission

Name of person receiving contribution or gift: _____

Detailed description of contribution or gift: _____

_____

_____

_____

John Adolph
Print or Type Name of Sponsoring Entity Board President

3-20-14
Date

Signature of Sponsoring Entity Board President

3-20-14
Date

Attachment E: Eligibility Documents

GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST

A complete eligibility documentation submission must be assembled in this order:

☒ 1. Completed Eligibility Documentation Coversheet

☒ 2. 501(c)(3) determination letter from the IRS

☒ 3. Articles of Incorporation ***(if incorporated before December 31, 2005)*** OR Certificate of Filing and Certificate of Formation ***(if incorporated after January 1, 2006)***, and any amendments to these documents

☒ 4. Current bylaws including any amendments

☒ 5. Attendance receipt from an applicant information session

☒ 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.

7. Applicants from other states:

NA a. The completed Out of State Portfolio Demonstration Form ***(found on the next page of this document)***

NA b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity **Jehovah Jireh Village Community Development Center, Inc.**

Primary contact person: **Felicia Young**

Phone Number: 409-332-8405 **Email:** ourfaithwalk@yahoo.com

Certification

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 revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization

Felicia Young

Name of Sponsoring Entity Board Chair

Felicia Young 3/24/14

Signature of Sponsoring Entity Board Chair *Date*

Name of Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.
School: Royal Ambassador Academy, Beaumont, Texas

We are not an out of state operator.

OUT OF STATE OPERATOR PORTFOLIO DEMONSTRATION FORM

☐ We have read and understood TEC§§12.101 and 12.1011

☐ The portfolio history provided in Attachment OS.1 is a true and accurate representation of our school portfolio to date, and includes all schools that have ever been operated by our organization.

☐ The academic performance data provided in Attachment OS.1 is true and accurate, and includes all available information on all of our schools currently in operation, regardless of opening year.

☐ Our portfolio performance is in compliance with statutory eligibility requirements listed above, namely:

- We have not, in the last 10 years, lost any school under our management for any of the reasons described.
- We are not affiliated with an organization that has, in the last 10 years, lost any school under its management for any of the reasons described.
- The academic data provided in this eligibility packet and in Attachment OS.1 demonstrates that every school in our portfolio, regardless of location, is performing equivalent to one of the two highest performance levels in the Texas accountability rating system.

-OR-

☐ Our portfolio performance is NOT in compliance with statutory eligibility requirements listed above.

EXPLAIN ANY LOSSES OF SCHOOLS OR ANY ACADEMIC PERFORMANCE DEFICIENCIES THAT ARE OUT OF COMPLIANCE AS NOTED ABOVE. TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Certification

By my signature below, I certify that the information contained herein, and in all elements of our open enrollment charter school application, is true and accurate. I understand that the TEA reserves the right to request additional information about the schools in our portfolio or a subset thereof, and that the TEA may contact other organizations with whom we hold contracts, including the authorizers or governing bodies of schools in our portfolio, to verify information and conduct due diligence.

Signature _____ *Date* _____

Name _____ *Title* _____

Name of Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.
School: Royal Ambassador Academy, Beaumont, Texas

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

DEPARTMENT OF THE TREASURY

Date: OCT 19 2007

JEHOVAH JIREH VILLAGE COMMUNITY
DEVELOPMENT CENTER INC
C/O FELICIA YOUNG
3920 W CARDINAL DR
BEAUMONT, TX 77705

Employer Identification Number:
20-8653397
DLN:
17053107045007
Contact Person:
STEPHEN D SEOK ID# 31125
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
DECEMBER 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
YES
Effective Date of Exemption:
MARCH 30, 2007
Contribution Deductibility:
YES
Advance Ruling Ending Date:
DECEMBER 31, 2011
Addendum Applies:
NO

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to individuals, you should keep case histories showing

JEHOVAH JIREH VILLAGE COMMUNITY

the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension

Letter 1045 (DO/CG)

Articles of Incorporation

Of
Jehovah Jireh Village
Community Development Center , Inc.
(A Non-profit Corporation)

FILED
In the Office of the
Secretary of State of Texas
MAR 30 2007
Corporations Section

I, the undersigned natural person of the age eighteen (18) years or more, acting as incorporator of a corporation under the Texas Non-Profit Corporation Act, do hereby adopt the following Articles of Incorporation for such corporation:

Article One
Name

The name of the Corporation is :

Jehovah Jireh Village Community Development Center, Inc.

Article Two
Nonprofit Corporation

The Corporation is a nonprofit corporation.

Article Three
Duration

The period of the Corporation's duration is perpetual.

Article Four
Purposes

Section 4.01. The Corporation is organized exclusively for charitable, religious educational, and scientific, including, for such purposes, the making of distributions to organization that qualify as exempt organization as defined in section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 4.02. Notwithstanding any other provision of these Articles of Incorporation.

A. No part of the net earnings of the Corporation shall inure to the benefit of any director of the Corporation, officer of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of it's purposes); and no director, officer or any private individual shall be entitled to share in the distribution of any of the Corporate assets on dissolution of the Corporation. 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 publication or distribution of statements) any political campaign on behalf of any candidate for public office.

B. The Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code and it's Regulations as they now exists or as they may hereafter be amended, or by an organization, contributions to which are deductible under 170(c)(2) of the Internal Revenue Code and Regulations as they now exist or as they may hereafter be amended.

C. Upon dissolution of the Corporation or the winding up of its affairs, the assets of the Corporation shall be distributed exclusively to charitable organizations which would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exists or as they may be hereafter amended.

D. The Corporation is organized pursuant to the Texas Nonprofit Corporation Act and does not contemplate pecuniary gain or profit and is organized for nonprofit purposes which are consistent with the provisions of Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may be hereafter amended.

Article Five
Membership

The Corporation shall have no voting members.

Article Six
Initial Registration Office and Agent

The street address of the initial registered office of the Corporation is **3920 W Cardinal Dr.** in the City of **Beaumont** and the State of **Texas**–and the name of the initial registered agent at such address is **Felicia Young.**

Article Seven
Directors

The numbers of Directors constituting the initial Board of Directors of the Corporation is **three (3)**, and the names and addresses of those people who are to serve as the initial Directors are:

Name	Address
John R. Adolph	8090 Torrey Pine Circle Beaumont TX 77707
Virginia Cook	5770 Jackie Lane Beaumont TX 77707
Angela Gentry	8920 Laura Lane Beaumont TX

Article Eight
Indemnification of Directors and Officers

Each Director and each officer or former Director or Officer may be indemnified and may be advanced reasonable expenses by the Corporation against liabilities imposed upon him or her and expenses reasonably incurred by him or her in connection with any claim against him or her, or any action, suit or proceeding to which he or she may be a party by reason of his or her being, or having been, such Director or Officer and against such sum as independent counsel selected by the Directors shall deem reasonable payment made in settlement of any such claim, action, suit or proceeding primarily with the view of avoiding expenses of litigation; provided, however, that no Director or Officer shall be indemnified (a) with respect to matters as to which he or she shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in performance or duty, (b) with respect to any matters which shall be settled by the payment of sums which independent counsel selected by the Directors shall not deem reasonable payment made primarily with a view to avoiding expense of litigation, or (c) with respect to

matters for which such indemnification would be against public policy. Such rights of indemnification shall be in addition to any other rights to which Directors or officers may be entitled under any bylaw, agreement, corporate resolution, vote of Directors or otherwise. The Corporation shall have the power to purchase and maintain at its cost and expense insurance on behalf of such persons to the fullest extent permitted by this Article and applicable state law.

Article Nine
Limitation On Scope Of Liability

No director shall be liable to the Corporation for monetary damages for an act or omission in the Director's capacity as a Director of the Corporation, except and only for the following:

A. A breach of the Director's duty of loyalty to the Corporation;

B. An act or omission not in good faith by the Director or an act or omission that involves the intentional misconduct or knowing violation of the law by the Director;

C. A transaction from which the Director gained any improper benefit whether or not such benefit resulted from an action taken within the scope of the Director's office; or

D. An act or omission by the Directors for which liability is expressly provided for by statue.

Article Ten
Informal Action by Directors

Any action required by law to be taken at a meeting of Directors, or any action which may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing setting forth the action so taken shall be signed by a sufficient number of Directors as would be necessary to take that action at a meeting at which all of the Directors were present and voted. All consents signed in this manner must be delivered to the secretary or other officer having custody of the minute book within sixty (60) days after the date of the earliest dated consent delivered to the corporation in this manner. A facsimile transmission or other similar transmission shall be regarded as signed by the Director for purposes for this Article.

Article Eleven
Incorporator

The name and address of the incorporator is:

Name	Address
N. Amina Al-Uqdah	3910 Lydia St Beaumont TX 77705

IN WITNESS TO WHEREOF, I have hereunto set my hand, this 1st day of February 2007.

N. Amina Al-Uqdah

Jehovah Jireh Village
Community Development Center, Inc.

AMENDMENT TO BYLAWS

Pursuant to a Unanimous vote of the Board of Directors of **Jehovah Jireh Village Community Development Center, Inc.** ("the Corporation") dated **February 17, 2014**, the Bylaws of the Corporation were amended as follows, effective as of such date.

RESOLVED, that **ARTICLE FOUR**, Section 4.03 of the Corporation's Bylaws be, and hereby is, amended and restated in its entirely to read as follows:

Section 4.03. Regular Meetings. The Board of Directors shall provide for by resolution the time and place within the State of Texas, for the holding of the regular annual meeting(s) of the Board, and may provide by resolution the time and place or the holding of additional regular meetings of the Board, and may provide by resolution the time and place for the holding of additional regular meetings of the Board, without other notice than such resolution. However, there shall never be less than one annual meeting of the Board of Directors.

Meetings of the Board of Directors shall be conducted in accordance with the provision of the Texas Education Code and Texas Open Meeting Act, including the following provisions: At no time shall a quorum of the Board meet to deliberate any issue or business of the Corporation or any charter school operated by the Corporation without posting notice of a meeting as set forth in these Bylaws and in accordance with the Texas Open Meeting Act. Directors shall normally attending meetings of the Board in person.

(a) Closed Session: 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 donation, personnel matters security personnel or devices, discipline of a student and complaint against an employee (unless the student or employee respectively request 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.

RESOLVED, that **ARTICLE TWELVE**, Section 12.01 of the Corporation's Bylaws be, and hereby is, amended and restated in its entirely to read as follows:

12.01 Amendments to Bylaws. The Bylaws of the Corporation may, to the extent allowed by law, be altered, amended, or restated and new Bylaws may be adopted by a two-third vote of "all of the votes entitled to be cast by the voting directors at any regular or special meeting of the Board of Directors. The notice of the meeting shall set forth a summary of the proposed amendments.

SO RESOLVED:

Dated: 2-17-14

Jehovah Jireh Village Community Development Center, Inc.

By: _____
President

By: Albert Moore
Secretary

BYLAWS

OF

Jehovah Jireh Village Community Development Center, Inc.

ARTICLE ONE - OFFICES

Section 1.01. Principal Office. The principal office of the Corporation in the State of Texas shall be located in the City of Beaumont, County of Jefferson. The Corporation may have such other offices, either within or without the State of Texas, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 1.02. Registered Officer and Registered Agent. The Corporation shall have and continuously maintain in the State of Texas a registered office, and a registered agent whose office is identical with such registered office may be, but need not be, identical with such registered office may be but need not be, identical with the principal office of the Corporation in the State of Texas, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE TWO-PURPOSES

Section 2.01. Organizational Purposes. The Corporation is organized exclusively for charitable, scientific, testing for public safety, literacy, and educational purposes as defined under section 501(c)(3) of the Internal Revenue Code of 1986 and all amendments thereto and all replacement thereof (the "Code) and may carry on the following activities, but only to the extent consistent with its organization exclusively as an organization described in Section 501 (c)(3) of the Code and exempt from taxation under Section 501 (a) of the Code.

1. To stimulate, create, develop and manage community housing and economic development activities and projects which benefit low-income and other disadvantaged persons.

2. To educate the public about the needs for, benefits of and opportunities to develop low-income community's economy and housing development.

3. To engage in comprehensive community development initiatives to include any and all things which contribute to effective community development. Specifically, the Corporation's efforts will include, but are not limited to, business and economic development, education, affordable housing, infrastructure development and improvement in an effort to bring about and maintain vitalized communities.

4. To acquire, improve, rent, lease, and operate any real or personal property or interest or rights therein or appurtenances thereto consistent with the purposes of the Corporation.

5. To borrow money and to execute such evidence of indebtedness and such contracts agreements, and instruments as may be necessary, and to execute and deliver any mortgagee, deed or trust, assignment of income, or other security instrument in connection therewith.

6. To establish and operate non-profit or for profit business enterprises consistent with the purposes of the Corporation as separate entities from the Corporation.

7. To do all things necessary and appropriate for carry out and exercising the forgoing purposes and powers.

8. To solicit and receive contributions, fees, gifts, grants, contracts, devises, legacies, transfers or bequests, of real or personal property or both from individuals, institutions, public or private corporations, and to maintain, invest, use, sell and apply the whole or any part of the income there from and the principal thereof exclusively for charitable or educational activities in order to aid and benefit comprehensive community development.

No part of the net earnings of the corporation shall inure to the benefit of any Director of the corporation officer of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes), and no Director or officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. 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 publication or distribution of statements) any political campaigning on behalf of any candidate for public office.

Notwithstanding any other provision of these Bylaws, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

Upon dissolution of the Corporation or the winding up of its affairs, the assets of the Corporation shall be distributed exclusively to charitable organizations which would then qualify under the provision of Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

ARTICLE THREE-MEMBERS

Section 3.01. The Corporation shall have no voting members

ARTICLE FOUR--BOARD OF DIRECTORS

Section 4.01. General Powers. The affairs of the Corporation shall be managed by it Board of Directors.

Section 4.02. Number. Tenure and Qualifications. After the initial Board of Directors named, in the Articles of Incorporation, at least one-third of the Directors shall be low-income individuals, representatives of the low-income community, of representative of low-income neighborhood organization. Not more that one-third of the Directors may be employed by a public agency or organization. Not more than two (2) Directors may be employed by any one private business. Not more than one-third of the Directors may be state or local government or public officials

Section 4.03. Regular Meetings. The Board of Directors shall provide for by resolution the time and place within the State of Texas, for the holding of the regular annual meeting(s) of the Board, and may provide by resolution the time and place or the holding of additional regular meetings of the Board, and may provide by resolution the time and place for the holding of additional regular meetings of the Board, without other notice than such resolution. However, there shall never be less than one annual meeting of the Board of Directors.

Section 4.04. Annual Meetings. Beginning in 2007, an annual meeting of the Board of Directors shall be held at the date, time an place determined by the Board of Directors.

Section 4.05. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President, or any two Directors. The persons authorized to call special meetings of the Board may fix any place within the State of Texas as the place for holding any special meetings of the Board called by them.

Section 4.06. Meeting Utilizing Electronic Media. Members of the Board of Directors or members of any committee designated by the Board of Directors may participate in an hold a meeting of that Board or committee, respectively, by means of conference telephone or similar communication equipment, provided that all persons participating in such a meeting shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully created.

Section 4.07. Notice. Notice of any special meeting of the Board of Directors shall be given at least one (1) business day previously thereto by oral or written notice delivered personally or sent by mail, telegram, facsimile or messenger to each Director at his or her address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed with postage thereon prepaid. If notice be given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegram company. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver or notice of such meeting, except when a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or concerned. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

Section 4.08. Quorum. Three (3) Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a quorum of the Directors is present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

Section 4.09. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

Section 4.10. Vacancies. Any vacancy occurring in the Board of Directors, and any directorship to be filled by reason of an increase in the number of Directors, shall be filled b y the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. However, vacancies need not be filled unless such a vacancy would result in fewer than three directors remaining on the board.

Section 4.11. Compensation. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but noting herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefore.

Section 4.12. Informal Action by Directors. Any action required by law to be taken at a meeting of Directors, or any action which may be taken at a meeting of Directors, may be taken at a meeting of Directors, may be taken without a meeting of a consent in writing setting froth the action so taken shall be signed by a sufficient number of Directors as would be necessary to take that action at a meeting at which all the Directors were present and voted. Each such written consent shall be delivered, by hand or certified or registered mail, return receipt requested, to the Secretary or other officer or agent of the Corporation having custody of the Corporation's minute book. A written consent signed by less that all of the Directors is not effective to take the action that is the subject of the consent unless, within sixty (60) days after the date of the earliest dated consent delivered to the Corporation in the manner required by this Article, a consent or consents signed by the required number of Directors is delivered to the Corporation as provided in this Article. For purpose of this Article, a telegram, telex, cablegram, or similar transmission b y a Director or a photographic, photo static, facsimile or similar reproduction of a writing signed by a Director shall be regarded as signed by the Director.

Section 4.13. Resignation. Any Director may resign by giving written notice to the President. The resignation shall be effective at the next called meeting of the Board of Directors, of which meeting the resigning Director shall receive notice.

Section 4.14. Removal. Any Director may be removed with or without cause by a two-thirds majority of the remaining Directors.

Section 4.15. Indemnification. The Corporation may indemnify and advance reasonable expenses to directors, officers, employees and agents of the Corporation to the fullest extent required or permitted by Article 2.22A to the Texas Non-Profit Corporation Act, subject to the restrictions, if any contained in the Corporation's Articles of Incorporation. The Corporation shall have the power to purchase and maintain at its cost and expense insurance on behave of such persons to the fullest extent permitted by Article 2.22A of the Texas Non-Profit Corporation Act.

ARTICLE FIVE--OFFICERS

Section 5.01. Officers. The officers of the Corporation shall be a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary, a Treasurer, and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices maybe e held by the same person, except the officer of President and Secretary.

Section 5. 02. Election and Term of Office. The officers of the Corporation shall be elected biannually by the Board of Directors at the appropriate annual meeting of the Board of Directors. If at the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified.

Section 5.03. Removal. Any officer elected or appointed by the Board of Directors may be removed with or without cause by a two-thirds majority vote of the Board of Directors, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

Section 5.04. Vacancies. A vacancy in any office because of death, resignation, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5.05. President. The President shall be the principal executive officer of the Corporation and shall in general, supervise and control all of the business and affairs of the Corporation. He or she shall reside at all meetings of the Board of Directors . The President may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board of Directors , any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the Corporation; and in general he or she shall perform all duties as may be prescribed b y the Board of Directors from time to time, including participating in various committee meetings as a member or chairperson thereof, he or she shall also be responsible for informing the Board of Directors of possible programs meetings, and functions of he corporation.

Section 5.06. Vice President. In the absence of the President or in the event of his or her inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Vice Presidents in order of their election) shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned to him or her by the President or Board of Directors. The Vice President shall also be responsible for organizing and submitting grant proposals with the aid of the President. Additionally, the Vice President may be called upon to maintain the Corporation's membership roster, produce and distribute the newsletter, and take care of the publicity of any public event held by the Corporation with the assistance of other Board members as deemed necessary.

Section 5.07. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of these Bylaws; he or she shall keep proper books of account and other books showing at all times the amount of funds and other property belonging to the Corporation, all of which books shall be open at all times to the inspection of the Board of Directors; he or she shall also submit a report of the accounts and financial incident to the3 office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

Section 5.08. Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; give all notices in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and sign on behalf of the Corporation documents to be duly authorized in accordance with the provisions of these Bylaws; and, in general, perform all duties incident to the office of Secretly and such other duties as from time to time may be assigned to him or her by the President or Board of Directors. The Board of Directors and Officers shall give bonds of the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurer and Assistant Secretaries, I general shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

ARTICLE SIX-COMMITTEES

Section 6.01. Appointment. The Board of Directors shall appoint members of committees established by the Board of Directors. The Board of Directors shall appoint the chairperson of each committee. These committees shall perform such functions and make such reports as the President or Board of Directors shall determine. Both Directors and members of the Advisory Board may serve on all committees except the Executive Committee.

Section 6.02. Committees of Directors. The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more person, a majority of who are Directors, which committees, to the extant provided in said resolution shall have and exercise the authority in the management of the Corporation of the Board of Directors. However, no such committee shall have the authority of the Board of Directors in reference to amending, altering, or repealing the Bylaws; electing, appointing, or removing any member of any such committee or any Director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings thereof; adopting a plan for the distribution of the assets of the Corporation; or amending, altering, or repealing any resolution of the Board of Directors appointment of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed on it or him or her by law.

Section 6.03. Executive Committee. The Board of Directors may from among its members appoint an Executive committee consisting of the officers and any additional members as deemed necessary by the Board to serve at the pleasure of the Board. The President, unless absent or otherwise unable to do so, shall preside as Chairperson of the Executive Committee. The Committee shall meet at the call of the President or the Board of Directors, or any two (2) members of the Committee, and shall have and may exercise when the Board of Directors is not in session the power to perform all duties, of every kind and character, not required by law or the charter of the Corporation to be performed solely by the Board of Directors. The Executive committee shall have authority to make rules for the holding and conduct of its meeting, keep records thereof and regularly report its actions to the Board. A majority but never less that three of the members of the Committee in office shall be sufficient to constitute a quorum at any meeting of the Committee, and all action taken at such a meeting shall be by a majority of those present all acts performed by the Executive Committee in the exercise of its aforesaid authority shall be deemed to be, and may be certified as, acts performed under authority of the Board of Directors. Vacancies in the Executive committee shall be filled by appointment by the Board of Directors. All actions of the Executive Committee shall be recorded in writing in a minute book kept for that purpose and a report of all action shall be made along with any action taken by the Board of Directors with respect thereto.

Section 6.04. Nominating Committee. The President shall with thirty (30) days advanced notice to the Board of Directors, appoint the members of the Nominating Committee created by the Board of Directors. The members shall be members of the Board of Directors and Advisory Board appointed to nominate candidates for officers and directors. Additional nominations may be made by Directors at the annual meeting.

Section 6.05. Advisory Committee. The Board of Directors may appoint an Advisory Committee at such times as it deems necessary. The function and purpose of the Advisory Committee shall be to advise the Board of Directors on matters relating to the purpose of the organization and to suggest projects, which the Corporation may undertake.

Section 6.06. Other Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present except as otherwise provided in such resolution, the President of the Corporation shall appoint the members of each such committee.. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment other best interest of the Corporation shall be served by such removal. Members of such committee or committees may, but need not be, Directors.

Section 6.07. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the members of the Board of Directors and until his or her successor is appoOinted, unless the committee shall be sooner terminated, or unless such member is removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 6.08. Chairperson. One member of each committee shall be appointed chairperson by the person or persons authorized to appoint the members thereof.

Section 6.09. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6.10. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6.11. Rules. Each committee may adopt rules for its government not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

Section 6.12. Committee Dissolution. The Board of Directors may, in its sole discretion, dissolve any committee with or without cause. Except for the Executive Committee, such dissolution shall require approval by a majority of the quorum. The Executive Committee shall only be dissolved by approval of two-thirds or more of all members of the Board of Directors.

ARTICLE SEVEN-CONRACTS, CHECKS, DEPOSIT, AND GIFTS

Section 7.01. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

Section 7.02. Checks and Drafts, Etc. All checks, drafts, or orders for the payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or a Vice President of the Corporation.

Section 7.03. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 7.04. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposed or for any special purpose of the Corporation.

ARTICLE EIGHT-BOOKS AND RECORDS

Section 8.01. Books and Records. The Corporation shall keep correct and complete books and records of account of the activities and transaction of the Corporation including, a minute book which shall contain a copy of the

Corporation's application for tax-exempt status (IRS Form 1024), copies of the organization's IRS information and/or tax returns (for example, Form 990 and all schedules thereto), and a copy of Article of Incorporation, By-Laws, and Amendments. The Corporation shall also keep minutes of the proceedings of its Board of Directors and any committees having the authority of the Board of Directors. All books and records of the Corporation may be inspected by and Director or his or her agent or attorney for any proper purpose at any reasonable time.; representative of the Internal Revenue Service may inspect these books and records as necessary to meet the requirements relating to federal tax form 990. All financial records of the Corporation shall be available to the public for inspection and copying to the fullest extent required by law.

ARTICLE NINE-FISCAL YEAR

Section 9.01. Fiscal Year. The fiscal year of the Corporation shall be as determined by the Board of Directors.

ARTICLE TEN-SEAL

Section 10.01. Seal. The Board of Directors may authorize a corporate seal.

ARTICLE ELEVEN-WAIVER OF NOTICE

Section 11.01. Waiver of Notice. Whenever any notice is required to be given under the provisions of the Texas Non-Profit Corporation Act or under the provisions of the Article of Incorporation or the Bylaws of the Corporation, a waiver thereof in writing signed by the provision of the Article of Incorporation or the Bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time therein, shall be deemed equivalent to the giving of such notice.

ARTICLE TWELVE-AMENDMENTS TO BYLAWS

Section 12.01. Amendments to Articles. The Articles of Incorporation of the Corporation may, to the extent allowed by law, be altered, amended, or restated and new Articles of Incorporation may be adopted by a two-thirds majority of the Directors present at the regular meeting or at any special meeting, if at least one day's written notice is given of an intention to alter, amend, or restate the Article of Incorporation or to adopt new Article of Incorporation at such meeting.

CERTIFICATE

I HEREBY CERTIFY that the foregoing is a true, complete and correct copy of the Bylaws of Jehovah Jireh Village Community Development Center, Inc. a Texas non-profit corporation, in effect on the date hereof.

IN WITNESS WHEREOF, I hereunto set my hand, this 4 day of April, 2007.

Signature

Name: John Adolph

Title: President

TO: Rick Salvo

N6

Texas Education Agency
Division of Charter School Administration
Generation 19 Applicant Information Session
Registration Form

This form must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly.

Applicants must attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion in the submitted application in response to the Generation 19 Request for Application (RFA).

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

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: The Royal Ambassador Academy

Sponsoring Entity Name: Jehovah Jireh Village Community Development Center

Application Contact Name: Dr. Johnny E. Brown

Title/Role: Superintendent hopeful and on planning committee

Email: johnnedwardbrown@aol.com Phone: 409-322-8405

Board Member Attending: Dr. Johnny E. Brown

Board Member Attending: Mrs. Felicia Young

Board Member Attending: Dr. Porchanee White

Board Member Attending: John Adams

Board Member Attending: * Dr. Abbe Boring--attending as part of planning team, not board

Date of Session: ☒ Friday, February 7, 2014, 9:00 a.m. - 1:00 p.m.

☒ Friday, March 7, 2014, 9:00 a.m. - 1:00 p.m.

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Email the completed form by clicking on the "Submit by Email" at the bottom of the page,
OR
fax it to the attention of Rick Salvo at 512-463-9732

If you have any questions about the sessions or registration, please contact Rick Salvo at 512-463-9789 or rick.salvo@tea.state.tx.us.

Submit by Email

trustees might serve two years beyond the expiration of their terms, which is legal.

The case BISD brought to the D.C. circuit court in April resulted in the court's suspension of the regularly scheduled trustee election this past May 11.

Because that election effectively was canceled, BISD then planned to hold its election in November because state law requires school districts to hold elections at the same time as other elections.

However, the only scheduled election for this November involves state constitutional amendments.

A Jefferson County assistant district attorney late last week advised the county clerk's office that state law prohibits school districts from scheduling elections that are not conducted in their usual cycles — which is May in BISD's case — unless the election is called by the previous Dec. 31, which it wasn't.

That means if BISD proceeded with its November election plans, it must do so on its own.

However, opponents of the school district's November election plans are confident state courts won't allow it.

"It's a clear violation of Texas law," said Michael Getz, one of the attorneys representing candidates who had filed for the May election earlier this year.

Getz said if BISD Appeals, which ruled to replace current board members with candidates who had been defeated in the previous election.

"The turmoil just never seems to end," she said.

Board member Janice Brassard had similar concerns about the Ninth Court. She said the court had made some "more political than necessarily practical" decisions in the past, referring to the board member replacement ruling.

"The school board is supposed to be a non-political position, and the Ninth Court tends to be very political," she said.

court has ordered us to do, or any action BISD has taken, that has violated the Voting Rights Act. There is nothing there to be challenged," she said.

The next move likely is up to Getz and his clients.

"We'll have to roundtable it. Here is what will not happen — we will not have an election in November," he said, referring to the current seven single-member voting district map the BISD board majority had most recently approved.

DWallach@BeaumontEnterprise.com
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BCrum@BeaumontEnterprise.com
Twitter.com/broocrum

Notice of Public Hearing

Be advised that the Academic Committee for Exploration of Jehovah Jireh Village Community Development Center will conduct a PUBLIC HEARING on August 22, 2013 at Antioch Missionary Baptist Church, located at 3920 W. Cardinal Dr., Beaumont, TX 77705.

The PUBLIC HEARING will begin at 6:00 pm with a presentation by the Board concerning the application to the State of Texas for the creation of the charter school, to be named "The Royal Ambassador Academy."

Public Comments, questions, and an answer period will follow.

The members of The A.C.E. COMMITTEE are as follows:

Dr. John R. Adolph
Felicia Young
Dr. Johnny Brown
Dr. Porchanee White
Melody Chappell
Lt. General Marvin Brailsford
Howard Mills
Michelle Turner
Anjerrika Bean

ADAMS AND ADAMS
Frank A. Adams
Attorney
Wills, Estates, Probate Proceedings
409-899-1900

THE TEAM LEADER WHO SAW A DISEASE STEAL HER MOTHER'S PAST AND IS DETERMINED NOT TO LET IT TAKE HER DAUGHTER'S FUTURE.
DO A LITTLE BIG THING. START A TEAM. JOIN A TEAM.
WALK TO END ALZHEIMER'S
alz.org/walk
800.272.3900
WEST BROOK HIGH SCHOOL | SEPT. 28 | 8 A.M.

PUBLISHER'S AFFIDAVIT

STATE OF TEXAS
COUNTY OF JEFFERSON

BEFORE ME, THE UNDERSIGNED AUTHORITY ON THIS DAY PERSONALLY APPEARED Heather Côté WHO BEING BY ME DULY SWORN, DEPOSES AND SAYS THAT SHE IS THE Media Sales Rep OF THE BEAUMONT ENTERPRISE; THAT SAID NEWSPAPER IS REGULARLY PUBLISHED IN JEFFERSON COUNTY (COUNTIES), TEXAS, AND GENERALLY CIRCULATED IN JEFFERSON, HARDIN, TYLER, NEWTON, CHAMBERS, ORANGE, JASPER, LIBERTY, SABINE AND SAN AUGUSTINE, ANGELINA, GALVESTON, COUNTY (COUNTIES), TEXAS; THAT THE ATTACHED NOTICE WAS PUBLISHED IN SAID NEWSPAPER ON THE FOLLOWING DATE(S):

Publication Title: Beaumont Enterprise Publication Date(s): 8/20, 8/21, 8/22 of 2013

Heather Côté
NEWSPAPER REPRESENTATIVE'S SIGNATURE

SWORN AND SUBSCRIBED TO, BEFORE ME ON THIS, THE 22nd DAY OF August, 2013 TO CERTIFY WHICH WITNESS MY HAND AND SEAL OF OFFICE.

NOTARY PUBLIC IN AND FOR THE STATE OF TEXAS

APRIL L. MCKINNON
Notary Public, State of Texas
My Commission Expires
November 15, 2013

April L. McKinnon
PRINT OR TYPE NAME OF NOTARY PUBLIC
MY COMMISSION EXPIRES 11/15/2013

Attachment E.1. Scope and Sequence

Name of Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.
School: Royal Ambassador Academy, Beaumont, Texas

Attachment E.1 Curriculum Development Plan

Curriculum Approach, Methods, and Components

Utilizing the Montessori approach and methods, together with a STEAM curriculum, The Royal Ambassador Academy will provide students with a comprehensive student-centered curriculum aligned with the Texas Essential Knowledge and Skills (TEKS). Our plan for development of the curriculum for The Royal Ambassador Academy follows.

Continuous Improvement

The Royal Ambassador Academy will utilize a continuous improvement philosophy and approach for the curriculum development, implementation, review, and revision process (see the model below).

As a new charter, our planning year will focus on the first steps: needs assessment, goals and objectives, strategies and activities, implementation, and professional development. During the first year of operation the remaining areas, on-going formative evaluation and summative evaluation will be added to the cycle.

The "Big Picture

The Royal Ambassador Academy "Big Picture" includes the following highlights for our overall planning approach (listed below). A more detailed action plan follows.

- Prior to the opening of the **school, a planning committee, consisting of school leadership, teachers** and other **staff,** will work together to align the contents of Texas Essential Knowledge and Skills (TEKS) with Montessori curriculum, activities and methods.
- The planning committee will establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives will address the skills needed for successful performance in the next grade or next course in a sequence of courses.
- A scope and sequence aligned with the TEKS will be utilized by teachers to ensure that students are exposed to a comprehensive curriculum each year.
- Assignments, tests, projects, classroom activities, and other instructional activities will be designed so that each student's performance indicates the level of mastery of the designated objectives.
- Benchmarks will be established to ensure that every child is not only exposed to the curriculum, but also is provided with the preparation needed to perform at higher levels (levels II and III) on the state-required STAAR tests.
- Teachers will ensure that all Montessori lessons taught as part of the curriculum are aligned with the state required Texas Essential Knowledge and Skills (TEKS). In the event that gaps are identified in the Montessori curriculum, teachers will develop lessons to ensure that all TEKS are taught.
- The alignment will be revisited annually to:
  - ✓ Address any content changes in the TEKS;
  - ✓ Make changes and/or adjustments based on staff observations and experiences with students each year; and
  - ✓ Address the changing needs of students, using data and information about the specific students enrolled in the school.

Name of Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.
School: Royal Ambassador Academy, Beaumont, Texas

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• Establish curriculum planning team to develop and align Pre-K-3 curriculum. ✓ Principal ✓ Assistant Principal ✓ Teachers (including at least one for each grade level, Bilingual/ESL, Spec. Ed)	January 2015	Superintendent Principal		
• Establish meeting schedule for planning committee.	January 2015	Superintendent Principal		
• Convene planning committee. ✓ Review purpose of the group ✓ Establish ground rules ✓ Review scope of work ✓ Establish calendar and timeframe to complete task	February 2015	Superintendent Principal	Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Review Educational Philosophy with planning team to ensure that all members understand the school's focus, including Montessori and STEAM.	February 2015	Superintendent Principal	Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding

Name of Sponsoring Entity: Jehovah Jireh Village Community Development Center, Inc.
School: Royal Ambassador Academy, Beaumont, Texas

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• Establish specific campus goals and instructional objectives (proposed learning outcomes) utilizing the Montessori curriculum. ✓ Pre-kindergarten ✓ Kindergarten ✓ First Grade ✓ Second Grade ✓ Third Grade	March – April 2015	Principal Planning Committee	TEKS Montessori Curriculum Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Develop a scope and sequence for each nine weeks for Montessori curriculum, for each grade level and content area. ✓ Pre-kindergarten ✓ Kindergarten ✓ First Grade ✓ Second Grade ✓ Third Grade	March – April 2015	Principal Planning Committee	TEKS Montessori Curriculum Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Align Montessori scope and sequence for each nine weeks with the TEKS for each grade level and content area. ✓ Pre-kindergarten ✓ Kindergarten ✓ First Grade ✓ Second Grade ✓ Third Grade	March – April 2015	Principal Planning Committee	TEKS Montessori Curriculum Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• Identify any gaps between the Montessori curriculum and the TEKS. In the event that gaps are identified in the Montessori curriculum, develop lessons to ensure that all TEKS are taught.	March – April 2015	Principal Planning Committee	TEKS Montessori Curriculum Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Determine most effective learning strategies within the Montessori and STEAM approach (which activities best for Monday – Thursday; which best for Friday enrichment); actual design of the learning activities.	May 2015	Principal Planning Committee	Montessori Curriculum Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Design sample lessons, projects, classroom activities, and other instructional activities so that each student is able to reach the desired level of mastery of the designated objectives, including any differentiated instruction needed to meet the needs of all students.	May 2015	Principal Planning Committee	TEKS Montessori Curriculum Sample Lessons, Lesson Banks, Best Practices Resources Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• In the event that gaps are identified in the Montessori curriculum, develop lessons to ensure that all TEKS are taught.	May – June 2015	Principal Planning Committee	TEKS Montessori Curriculum Sample Lessons, Lesson Banks, Best Practices Resources Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Establish benchmarks to ensure that every child is not only exposed to the curriculum, but also is provided with the preparation needed to perform at higher levels.	May – June 2015	Principal Planning Committee	TEKS Montessori Curriculum Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Determine and develop best methods/tools to evaluate student learning/academic progress in addition to benchmarks.	May – June 2015	Principal Planning Committee	TEKS Montessori Curriculum Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• Identify: ✓ Resources needed, including time for individual and team planning to best implement the curriculum ✓ Best method for delivery of curriculum and professional development	June 2015	Superintendent Principal Planning Committee	Scope and Sequence & Documents Developed by the Committee Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Determine Professional development needed for curriculum implementation, including the newly established objectives, scope and sequence, and related activities.	June 2015	Principal Planning Committee	Scope and Sequence & Documents Developed by the Committee Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Plan professional development offerings and calendar to meet school and staff needs: ✓ prior to the opening of the school year (orientation and pre-planning) ✓ during the school year ✓ at the end of the school year (post planning)	June 2015	Principal Planning Committee	School Calendar Scope and Sequence & Documents Developed by the Committee	Professional Development Funds and/or Start-up Grant Funding

			Stipends for Committee Members	

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• Develop daily, weekly, schedule building in time to allow teachers to share, discuss, and modify their grade and subject level scope and sequence maps to ensure horizontal and vertical alignment of the curriculum throughout the year.	July 2015	Superintendent Principal Planning Committee	School Calendar Daily Schedule Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding
• Determine best format for storing, sharing, and disseminating curriculum documents (paper versus technology; both).	July 2015	Superintendent Principal Planning Committee	Stipends for Committee Members	Professional Development Funds and/or Start-up Grant Funding Technology & Materials and Supplies Funds
• Establish and initiate “bank” for sharing and storing model lessons and activities.	July 2015	Principal Planning Committee Technology/ Support Staff	Scope and Sequence & Documents Developed by the Committee	Professional Development Funds and/or Start-up Grant Funding

			Stipends for Committee Members	Technology & Materials and Supplies Funds

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• Provide professional development prior to the opening of the school year (orientation and pre-planning) to include: ✓ School Philosophy and expectations for students and staff ✓ Communication of expectations by grade level and content area. ✓ Provision of curriculum documents in various media formats, including scope and sequence, sample lessons and activities, curriculum bank information, etc. ✓ Model lessons and use of curriculum materials provided. ✓ Effective use of assessment data (including benchmarks) and other indicators of success to meet content expectations and student needs, including how to differentiate instruction where needed.	August 2015	Superintendent Principal Planning Committee Teachers & Staff	Scope and Sequence & Documents Developed by the Committee	Professional Development Funds

• Conduct a mid-term evaluation of student learning for the 2015 – 2016 school year, including benchmark and other available assessment data and any other indicators of success.	October 2015 January 2016	Superintendent Principal Teachers & Appropriate Staff	Benchmark Data and Other Indicators of Success	Professional Development Funds

Royal Ambassador Academy Curriculum Development
Action Plan

Action Step	Timeline	Persons Responsible	Resources Needed	Funding Source
• Evaluate Student Learning for the 2015 – 2016 school year, including test data and other indicators of success.	May – June 2016	Superintendent Principal Teachers & Appropriate Staff	Test Data and Other Indicators of Success	Professional Development Funds
• Revisit the alignment annually to: ✓ Address any content changes in the TEKS; ✓ Make changes and/or adjustments based on staff observations and experiences with students each year; and ✓ Address the changing needs of students, using data and information about the specific students enrolled in the school.	June – July 2016 and each year following	Principal Teachers & Appropriate Staff	Test Data and Other Indicators of Success Scope and Sequence & Other Curriculum Related Documents	Professional Development Funds

Attachment E.2. Exit Requirements

Attachment E2 - Exits Requirements for the Royal Ambassador Academy

CURRICULUM MASTERY	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. The Royal Ambassador Academy shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English language learners to demonstrate mastery of the curriculum.
STUDENTS RECEIVING SPECIAL EDUCATION SERVICES	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).
STANDARDS FOR MASTERY	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows: 1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade. 2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-weeks, or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
PRE-KINDERGARTEN	Students in prekindergarten shall not be retained.
KINDERGARTEN	In kindergarten, promotion to the next grade level shall be based on: 1. Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language; 2. Students in kindergarten must have a passing yearly average in reading/language arts and mathematics; and 3. Compliance with the state attendance requirements.
GRADES 1-2	In grades 1 and 2, promotion to the next grade level shall be based on: 1. Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language;

2. Students in first and second grade must have a passing yearly average in reading/language arts, mathematics, and science or social studies; and

3. Compliance with the state attendance requirements.

GRADES 3–5

In grades 3-5, promotion to the next grade level shall be based on:

1. Students in grades 3-5 must pass STAAR (State of Texas Assessment of Academic Readiness) in reading. Students in grades 4 and 5 must also pass math.

2. Students in third, fourth, and fifth grade must have a passing overall yearly average (state requirement) and a yearly average in reading/language arts, mathematics, and science or social studies.

3. Compliance with the state attendance requirements.

GRADES 6–8

In grades 6-8, promotion to the next grade level shall be based on:

1. Students in grades 6-8 must pass STAAR in reading and math;

2. Students in sixth, seventh, and eighth grade must have a passing overall yearly average (state requirement) and a yearly average in reading/language arts, mathematics, and science or social studies; and

3. Compliance with the state attendance requirements.

ACCELERATED INSTRUCTION

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.

GRADE ADVANCEMENT TESTING

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the Royal Ambassador Academy's local standards for mastery and promotion.

DEFINITION OF 'PARENT'

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve

on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

PROCESS FOR PROMOTION / RETENTION REVIEW

The Royal Ambassador Academy shall follow these steps in making decisions regarding promotion or retention of a student:

1. Establish a GPC;
2. Review promotion requirements and the student's academic records;
3. Identify any possible interventions and develop an accelerated instruction plan (AIP) for the student; and
4. In grades 5 and 8, follow the requirements for grade advancement as described in EIE(LEGAL) and at GRADE ADVANCEMENT TESTING, above.

STANDARDS FOR PROMOTION UPON APPEAL

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TRANSFER STUDENTS

When a student transfers into the Royal Ambassador Academy having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the

previous Royal Ambassador Academy and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the Royal Ambassador Academy having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous Royal Ambassador Academy and issue a decision in accordance with the Royal Ambassador Academy's standards for promotion.

ASSIGNMENT OF RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the Royal Ambassador Academy shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or
2. The student's GPC determines that it would be in the student's best interest to be assigned to the same campus setting. Criteria to be considered for this decision may include:
    a. Recommendations from the student's teachers.
    b. Observed social and emotional development of the student.

REDUCING STUDENT RETENTION

The Royal Ambassador Academy shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students.

Attachment E2 - Exits Requirements for the Royal Ambassador Academy

GRADE ADVANCEMENT REQUIREMENTS

The Royal Ambassador Academy Charter shall implement grade advancement requirements in accordance with 19 Administrative Code Chapter 101, Subchapter BB and the TEA procedures outlined in the official Grade Placement Committee (GPC) Manual, published annually by TEA.

NOTICE

As specified in 19 Administrative Code 101.3012, the Superintendent shall notify parents or guardians of the grade advancement requirements at the beginning of the school year.

19 TAC 101.2001(a), .2009(a)

PROMOTION

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021(a)* [See EI]

In determining promotion, the Royal Ambassador Academy Charter shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and
4. Any other necessary academic information, as determined by the Royal Ambassador Academy Charter.

Education Code 28.021(c)

In addition to local policy relating to grade advancement, students in grades 5 and 8 must demonstrate proficiency by meeting the passing standard on the appropriate assessment instrument listed at GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment.

A student who does not demonstrate proficiency may advance to the next grade only if:

1. The student has completed the required accelerated instruction under 19 Administrative Code 101.2006;

2. The student's GPC determines by unanimous decision, in accordance with the standards for promotion established by the Board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. In accordance with Education Code 28.021, to determine grade promotion, the Royal Ambassador Academy Charter is required to consider:

   a. The recommendation of the student's teacher,

   b. The student's grades,

   c. The student's assessment scores, and

   d. Any other necessary academic information; and

3. In accordance with Education Code 28.0211(n), the Royal Ambassador Academy Charter will ensure that a student who is promoted by a GPC under 19 Administrative Code 101.2007 shall be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Education Code 28.0211(a), to a teacher who meets all state and federal qualifications to teach that subject and grade.

19 TAC 101.2001(b)

A student does not have a property interest in promotion. *Education Code 28.0211(e)*

NOTICE

By the start of the school year, the Royal Ambassador Academy Charter shall make public the requirements for student advancement under Education Code 28.021. *Education Code 28.021(d)*

RETENTION

The Royal Ambassador Academy Charter is not precluded from retaining, in accordance with state law or Board policy, a student who performs satisfactorily on a grade advancement test. *Education Code 28.0211(g)*

Students who have been retained in grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained. *19 TAC 101.2019(a)*

GRADE ADVANCEMENT TESTING

The Royal Ambassador Academy Charter shall test eligible students in accordance with the grade advancement requirements set forth below.

ELIGIBLE STUDENTS

An eligible student is subject to all grade advancement requirements, including automatic retention, if the student is enrolled in the Royal Ambassador Academy Charter or any other charter school on any day between January 1 and the date of the first administration of the grade advancement assessments.

An eligible student who does not meet the criteria specified above but enrolls in the Royal Ambassador Academy Charter at any time after the date of the first administration of the grade advancement assessments is not subject to the grade advancement requirements.

The Royal Ambassador Academy Charter must provide the student the opportunity to test and access to accelerated instruction.

19 TAC 101.2003(b)–(c)

REQUIRED ASSESSMENT

A student may not be promoted to:

1. The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments; or

2. The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments. This applies to the assessment instruments administered to students in eighth grade beginning with the 2007–08 school year.

Education Code 28.0211(a); 19 TAC 101.2003

EXCEPTION

Education Code 28.0211 does not require the administration of a fifth or eighth grade assessment instrument in a subject under Education Code 39.023(a) to a student enrolled in the fifth or eighth grade, as applicable, if the student:

1. Is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment instrument adopted or developed under

Education Code 39.023(a) that aligns with the curriculum for the course in which the student is enrolled; or

2. Is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument for the course.

Notwithstanding any other provision of Education Code 28.0211, the student may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument not required to be administered to the student, nor may a student in grade 5 or grade 8 be denied promotion to the next grade on the basis of failure to perform satisfactorily on a reading or mathematics assessment instrument intended for use above the student's grade level.

Education Code 28.0211(o)–(p); 19 TAC 101.2001(d)

TEST SCHEDULE

TEA shall provide three opportunities per year for the tests required for grade advancement. The Superintendent shall establish procedures to ensure that:

1. Each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual basis; and

2. Each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including an alternate assessment, so that the GPC has sufficient evidence for its review upon appeal by a parent or guardian.

19 TAC 101.2005(b)–(c)

NOTICE OF GRADE ADVANCEMENT TESTING REQUIREMENTS

The Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the Royal Ambassador Academy Charter, of the testing requirements for grade advancement;

2. Notifying each student in grades 1–8 who is new to the Royal Ambassador Academy Charter and the student's parent or guardian in writing of the testing requirements for grade advancement; and

3. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

19 TAC 101.3012(b)

UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c) [see EKB, and EHBC], the Royal Ambassador Academy Charter shall provide to the student accelerated instruction in the applicable subject area.

Accelerated instruction shall be based on, but not limited to, guidelines on research-based best practices and effective strategies as outlined in the GPC manual, published annually by TEA, which Royal Ambassador Academy Charters may use for developing accelerated instruction.

Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

Education Code 28.0211(a-1); 19 TAC 101.2001(c), .2006(a)–(d)

UNSATISFACTORY PERFORMANCE ON GRADE ADVANCEMENT TESTS

The Royal Ambassador Academy Charter shall provide to a student who initially fails to perform satisfactorily on a grade advancement test at least two additional opportunities to take the assessment instrument. *Education Code 28.0211(b)*

ACCELERATED INSTRUCTION

Each time a student fails to perform satisfactorily on a grade advancement test, the Royal Ambassador Academy Charter shall provide the student with accelerated instruction in the applicable subject area. A student who fails to perform satisfactorily on a grade advancement test shall be provided accelerated instruction before the next administration of the applicable assessment. An accelerated instruction group for students who have failed an assessment may not have a ratio of more than ten students for each teacher per class. The accelerated instruction must satisfy the standards found in 19 Administrative Code 101.2006. [See

UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS, above] *Education Code 28.0211(c); 19 TAC 101.2006(e)(1)*

If a student fails to perform satisfactorily on a grade advancement test after three attempts, the accelerated instruction shall be provided during the next school year according to an educational plan developed for the student by the student's GPC. The Royal Ambassador Academy Charter shall provide the instruction regardless of whether the student has been promoted or retained. The educational plan shall be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The Royal Ambassador Academy Charter shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the Royal Ambassador Academy Charter regularly administers the assessment instrument for that school year. *Education Code 28.0211(f)*

NOTICE TO PARENTS OF PERFORMANCE AND ACCELERATED INSTRUCTION

In addition to providing the accelerated instruction, the Royal Ambassador Academy Charter shall notify the student's parent or guardian of:

1. The student's failure to perform satisfactorily on the assessment instrument;
2. The accelerated instruction program to which the student is assigned; and
3. The possibility that the student might be retained at the same grade level for the next school year.

Whenever the Royal Ambassador Academy Charter is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the Royal Ambassador Academy Charter shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

Education Code 28.0211(d), (h)

The Royal Ambassador Academy Charter shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the assessment

AFTER EARLY IDENTIFICATION OF AT-RISK STUDENTS

NOTICE

required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination. This notice shall include accelerated instruction participation requirements as stipulated by 19 Administrative Code 101.2006 and be provided before the end of the school year preceding the grade advancement requirements. *19 TAC 101.2009(b)*

AFTER FIRST TESTING OPPORTUNITY

NOTICE

The Royal Ambassador Academy Charter shall establish procedures to notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement assessment. This notification should be made within five working days of the Royal Ambassador Academy Charter's receipt of student assessment results from this administration. This notice shall include the student's assessment results, a description of the Royal Ambassador Academy Charter's grade advancement policy, the required accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. *19 TAC 101.2009(c)*

AFTER SECOND TESTING OPPORTUNITY

NOTICE

Within five working days of the Royal Ambassador Academy Charter's receipt of student assessment results for the second administration of the assessment required for grade advancement, the Royal Ambassador Academy Charter shall notify the campus principal of student assessment results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the assessment results. This notice shall include a description of the purpose and responsibilities of a GPC and the time and place for the first meeting of the GPC. *19 TAC 101.2007(c)*

GRADE PLACEMENT COMMITTEE

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The Superintendent shall establish procedures for convening the GPC.

In accordance with 19 Administrative Code 101.2006(d), decisions by the GPC shall be made on an individual student basis, address

required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student's academic achievement on grade level.

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian, and the student's teacher of the subject of the grade advancement assessment on which the student failed to perform satisfactorily. If this teacher is unavailable, the principal shall designate to serve on the committee a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student if the remaining members of the GPC also agree to the promotion. The Royal Ambassador Academy Charter may accept a parent's or guardian's written designation of another person to serve on the GPC for all purposes. The Royal Ambassador Academy Charter may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

If a parent or guardian or designee is unable to attend a meeting, the Royal Ambassador Academy Charter may use other methods to ensure parent participation, including individual or conference telephone calls. The Royal Ambassador Academy Charter may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for this purpose. The Royal Ambassador Academy Charter shall make a good faith effort to notify a parent or guardian to attend the GPC. If the parent or guardian is unavailable, the remaining members of the GPC must convene as required by law and take all necessary actions required.

Education Code 28.0211(c); 19 TAC 101.2007(a)–(b)

PARENTAL WAIVER

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in

the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration. *19 TAC 101.2015*

AFTER THIRD TESTING OPPORTUNITY

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of an assessment required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student assessment results for this administration, the Royal Ambassador Academy Charter shall notify the campus principal of the assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The Royal Ambassador Academy Charter shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. *19 TAC 101.2007(e)*

NOTICE

RETENTION AND APPEAL

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. *Education Code 28.0211(e); 19 TAC 101.2007(e)*

The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed. *19 TAC 101.2007(b)(2)*

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous and the student has completed all required accelerated instruction.

The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the Board and

made in conformance with procedures specified in the GPC manual and as required by 19 Administrative Code 101.2001(b). These standards must include consideration of the following:

1. The recommendation of the student's teacher;
2. The student's grades;
3. The student's assessment scores; and
4. Any other necessary academic information as determined by the Royal Ambassador Academy Charter.

19 TAC 101.2007(f)

The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. *19 TAC 101.2007(g)*

The committee's decision regarding placement is final and may not be appealed. *Education Code 28.0211(e)*

A student who is promoted to the next grade level must complete accelerated instruction required under Education Code 28.0211(a-1) [see UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS, above] before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted. *Education Code 28.0211(a-2); 19 TAC 101.2006(e)(2)*

In each subject in which the student failed to perform satisfactorily on the grade advancement test, a student who is promoted by the GPC must be assigned to a teacher who meets all state and federal qualifications to teach that subject and grade. *Education Code 28.0211(n)*

TRANSFER STUDENTS

A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the Royal Ambassador Academy Charter's ability to appropriately place such a student. *19 TAC 101.2007(h)*

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and accelerated instruction for

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS	a limited English proficient (LEP) student who is administered a grade advancement test in English or Spanish, except as provided by 19 Administrative Code 101.1005. The GPC for a LEP student shall make its decisions in consultation with a member of the student's LPAC. *19 TAC 101.2003(e)*
SPECIAL EDUCATION STUDENTS	A student who is receiving special education services, including a LEP student, who is enrolled in grade 5 or 8, and who is receiving instruction in the essential knowledge and skills in reading or mathematics is eligible for grade advancement testing as outlined in the official GPC manual. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and accelerated instruction for the student. Decisions regarding assessments for LEP students who receive special education services shall be made by the ARD committee in conjunction with the LPAC. *Education Code 28.0211(i); 19 TAC 101.2003(d), (f)*
STUDENTS WITH DYSLEXIA	In measuring the academic achievement or proficiency of a student who has dyslexia, the student's potential for achievement or proficiency in the area must be considered. *Education Code 28.021(b); 19 TAC 101.2003(g)*
AGE-APPROPRIATE ASSIGNMENT	The Board may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle, and high school campuses, the Board may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus. *19 TAC 101.2019(b)*
TRANSPORTATION TO ACCELERATED INSTRUCTION PROGRAMS	The Royal Ambassador Academy Charter shall provide students required to attend the accelerated programs described above with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211(j); 19 TAC 101.2006(b)*
OPTIONAL EXTENDED-YEAR PROGRAM	A student who does not meet Royal Ambassador Academy Charter standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level shall be eligible for services under the optional extended-year program. *19 TAC 105.1001(c)*

A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year. However, if the student's parent presents a written request to the school principal asking that the student not be promoted, the principal shall hold a formal meeting with the parent, the teacher, and the school counselor, as soon as practicable after receiving such a request. During the meeting, the principal, teacher, or school counselor shall explain the possible effects of not promoting a student. If the parent withdraws the request after the meeting, the student shall be promoted, and the Royal Ambassador Academy Charter shall continue to use innovative practices to ensure that the student is successful in school in succeeding school years.

If the Royal Ambassador Academy Charter provides an extended-year program, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

Education Code 29.082(e)–(f)

Attachment E2 - Exits Requirements for the Royal Ambassador Academy

GRADE ADVANCEMENT REQUIREMENTS

The Royal Ambassador Academy Charter shall implement grade advancement requirements in accordance with 19 Administrative Code Chapter 101, Subchapter BB and the TEA procedures outlined in the official Grade Placement Committee (GPC) Manual, published annually by TEA.

NOTICE

As specified in 19 Administrative Code 101.3012, the Superintendent shall notify parents or guardians of the grade advancement requirements at the beginning of the school year.

19 TAC 101.2001(a), .2009(a)

PROMOTION

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021(a)* [See EI]

In determining promotion, the Royal Ambassador Academy Charter shall consider:

1. The recommendation of the student's teacher;
2. The student's grade in each subject or course;
3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and
4. Any other necessary academic information, as determined by the Royal Ambassador Academy Charter.

Education Code 28.021(c)

In addition to local policy relating to grade advancement, students in grades 5 and 8 must demonstrate proficiency by meeting the passing standard on the appropriate assessment instrument listed at GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment.

A student who does not demonstrate proficiency may advance to the next grade only if:

1. The student has completed the required accelerated instruction under 19 Administrative Code 101.2006;

2. The student's GPC determines by unanimous decision, in accordance with the standards for promotion established by the Board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. In accordance with Education Code 28.021, to determine grade promotion, the Royal Ambassador Academy Charter is required to consider:

   a. The recommendation of the student's teacher,

   b. The student's grades,

   c. The student's assessment scores, and

   d. Any other necessary academic information; and

3. In accordance with Education Code 28.0211(n), the Royal Ambassador Academy Charter will ensure that a student who is promoted by a GPC under 19 Administrative Code 101.2007 shall be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Education Code 28.0211(a), to a teacher who meets all state and federal qualifications to teach that subject and grade.

19 TAC 101.2001(b)

A student does not have a property interest in promotion. *Education Code 28.0211(e)*

NOTICE

By the start of the school year, the Royal Ambassador Academy Charter shall make public the requirements for student advancement under Education Code 28.021. *Education Code 28.021(d)*

RETENTION

The Royal Ambassador Academy Charter is not precluded from retaining, in accordance with state law or Board policy, a student who performs satisfactorily on a grade advancement test. *Education Code 28.0211(g)*

Students who have been retained in grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained. *19 TAC 101.2019(a)*

GRADE ADVANCEMENT TESTING

The Royal Ambassador Academy Charter shall test eligible students in accordance with the grade advancement requirements set forth below.

ELIGIBLE STUDENTS

An eligible student is subject to all grade advancement requirements, including automatic retention, if the student is enrolled in the Royal Ambassador Academy Charter or any other charter school on any day between January 1 and the date of the first administration of the grade advancement assessments.

An eligible student who does not meet the criteria specified above but enrolls in the Royal Ambassador Academy Charter at any time after the date of the first administration of the grade advancement assessments is not subject to the grade advancement requirements.

The Royal Ambassador Academy Charter must provide the student the opportunity to test and access to accelerated instruction.

19 TAC 101.2003(b)–(c)

REQUIRED ASSESSMENT

A student may not be promoted to:

1. The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments; or

2. The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments. This applies to the assessment instruments administered to students in eighth grade beginning with the 2007–08 school year.

Education Code 28.0211(a); 19 TAC 101.2003

EXCEPTION

Education Code 28.0211 does not require the administration of a fifth or eighth grade assessment instrument in a subject under Education Code 39.023(a) to a student enrolled in the fifth or eighth grade, as applicable, if the student:

1. Is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment instrument adopted or developed under

Education Code 39.023(a) that aligns with the curriculum for the course in which the student is enrolled; or

2. Is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument for the course.

Notwithstanding any other provision of Education Code 28.0211, the student may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument not required to be administered to the student, nor may a student in grade 5 or grade 8 be denied promotion to the next grade on the basis of failure to perform satisfactorily on a reading or mathematics assessment instrument intended for use above the student's grade level.

Education Code 28.0211(o)–(p); 19 TAC 101.2001(d)

TEST SCHEDULE

TEA shall provide three opportunities per year for the tests required for grade advancement. The Superintendent shall establish procedures to ensure that:

1. Each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual basis; and

2. Each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including an alternate assessment, so that the GPC has sufficient evidence for its review upon appeal by a parent or guardian.

19 TAC 101.2005(b)–(c)

NOTICE OF GRADE ADVANCEMENT TESTING REQUIREMENTS

The Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the Royal Ambassador Academy Charter, of the testing requirements for grade advancement;

2. Notifying each student in grades 1–8 who is new to the Royal Ambassador Academy Charter and the student's parent or guardian in writing of the testing requirements for grade advancement; and

3. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

19 TAC 101.3012(b)

UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c) [see EKB, and EHBC], the Royal Ambassador Academy Charter shall provide to the student accelerated instruction in the applicable subject area.

Accelerated instruction shall be based on, but not limited to, guidelines on research-based best practices and effective strategies as outlined in the GPC manual, published annually by TEA, which Royal Ambassador Academy Charters may use for developing accelerated instruction.

Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

Education Code 28.0211(a-1); 19 TAC 101.2001(c), .2006(a)–(d)

UNSATISFACTORY PERFORMANCE ON GRADE ADVANCEMENT TESTS

The Royal Ambassador Academy Charter shall provide to a student who initially fails to perform satisfactorily on a grade advancement test at least two additional opportunities to take the assessment instrument. *Education Code 28.0211(b)*

ACCELERATED INSTRUCTION

Each time a student fails to perform satisfactorily on a grade advancement test, the Royal Ambassador Academy Charter shall provide the student with accelerated instruction in the applicable subject area. A student who fails to perform satisfactorily on a grade advancement test shall be provided accelerated instruction before the next administration of the applicable assessment. An accelerated instruction group for students who have failed an assessment may not have a ratio of more than ten students for each teacher per class. The accelerated instruction must satisfy the standards found in 19 Administrative Code 101.2006. [See

UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS, above] *Education Code 28.0211(c); 19 TAC 101.2006(e)(1)*

If a student fails to perform satisfactorily on a grade advancement test after three attempts, the accelerated instruction shall be provided during the next school year according to an educational plan developed for the student by the student's GPC. The Royal Ambassador Academy Charter shall provide the instruction regardless of whether the student has been promoted or retained. The educational plan shall be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The Royal Ambassador Academy Charter shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the Royal Ambassador Academy Charter regularly administers the assessment instrument for that school year. *Education Code 28.0211(f)*

NOTICE TO PARENTS OF PERFORMANCE AND ACCELERATED INSTRUCTION

In addition to providing the accelerated instruction, the Royal Ambassador Academy Charter shall notify the student's parent or guardian of:

1. The student's failure to perform satisfactorily on the assessment instrument;
2. The accelerated instruction program to which the student is assigned; and
3. The possibility that the student might be retained at the same grade level for the next school year.

Whenever the Royal Ambassador Academy Charter is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the Royal Ambassador Academy Charter shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

Education Code 28.0211(d), (h)

The Royal Ambassador Academy Charter shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the assessment

AFTER EARLY IDENTIFICATION OF AT-RISK STUDENTS NOTICE	required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination. This notice shall include accelerated instruction participation requirements as stipulated by 19 Administrative Code 101.2006 and be provided before the end of the school year preceding the grade advancement requirements. *19 TAC 101.2009(b)*
AFTER FIRST TESTING OPPORTUNITY NOTICE	The Royal Ambassador Academy Charter shall establish procedures to notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement assessment. This notification should be made within five working days of the Royal Ambassador Academy Charter's receipt of student assessment results from this administration. This notice shall include the student's assessment results, a description of the Royal Ambassador Academy Charter's grade advancement policy, the required accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. *19 TAC 101.2009(c)*
AFTER SECOND TESTING OPPORTUNITY NOTICE	Within five working days of the Royal Ambassador Academy Charter's receipt of student assessment results for the second administration of the assessment required for grade advancement, the Royal Ambassador Academy Charter shall notify the campus principal of student assessment results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the assessment results. This notice shall include a description of the purpose and responsibilities of a GPC and the time and place for the first meeting of the GPC. *19 TAC 101.2007(c)*
GRADE PLACEMENT COMMITTEE	After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The Superintendent shall establish procedures for convening the GPC. In accordance with 19 Administrative Code 101.2006(d), decisions by the GPC shall be made on an individual student basis, address

required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student's academic achievement on grade level.

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian, and the student's teacher of the subject of the grade advancement assessment on which the student failed to perform satisfactorily. If this teacher is unavailable, the principal shall designate to serve on the committee a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student if the remaining members of the GPC also agree to the promotion. The Royal Ambassador Academy Charter may accept a parent's or guardian's written designation of another person to serve on the GPC for all purposes. The Royal Ambassador Academy Charter may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

If a parent or guardian or designee is unable to attend a meeting, the Royal Ambassador Academy Charter may use other methods to ensure parent participation, including individual or conference telephone calls. The Royal Ambassador Academy Charter may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for this purpose. The Royal Ambassador Academy Charter shall make a good faith effort to notify a parent or guardian to attend the GPC. If the parent or guardian is unavailable, the remaining members of the GPC must convene as required by law and take all necessary actions required.

Education Code 28.0211(c); 19 TAC 101.2007(a)–(b)

PARENTAL WAIVER

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in

the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration. *19 TAC 101.2015*

AFTER THIRD TESTING OPPORTUNITY

NOTICE

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of an assessment required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student assessment results for this administration, the Royal Ambassador Academy Charter shall notify the campus principal of the assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The Royal Ambassador Academy Charter shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. *19 TAC 101.2007(e)*

RETENTION AND APPEAL

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. *Education Code 28.0211(e); 19 TAC 101.2007(e)*

The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed. *19 TAC 101.2007(b)(2)*

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous and the student has completed all required accelerated instruction.

The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the Board and

made in conformance with procedures specified in the GPC manual and as required by 19 Administrative Code 101.2001(b). These standards must include consideration of the following:

1. The recommendation of the student's teacher;
2. The student's grades;
3. The student's assessment scores; and
4. Any other necessary academic information as determined by the Royal Ambassador Academy Charter.

19 TAC 101.2007(f)

The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. *19 TAC 101.2007(g)*

The committee's decision regarding placement is final and may not be appealed. *Education Code 28.0211(e)*

A student who is promoted to the next grade level must complete accelerated instruction required under Education Code 28.0211(a-1) [see UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS, above] before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted. *Education Code 28.0211(a-2); 19 TAC 101.2006(e)(2)*

In each subject in which the student failed to perform satisfactorily on the grade advancement test, a student who is promoted by the GPC must be assigned to a teacher who meets all state and federal qualifications to teach that subject and grade. *Education Code 28.0211(n)*

TRANSFER STUDENTS

A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the Royal Ambassador Academy Charter's ability to appropriately place such a student. *19 TAC 101.2007(h)*

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and accelerated instruction for

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS	a limited English proficient (LEP) student who is administered a grade advancement test in English or Spanish, except as provided by 19 Administrative Code 101.1005. The GPC for a LEP student shall make its decisions in consultation with a member of the student's LPAC. *19 TAC 101.2003(e)*
SPECIAL EDUCATION STUDENTS	A student who is receiving special education services, including a LEP student, who is enrolled in grade 5 or 8, and who is receiving instruction in the essential knowledge and skills in reading or mathematics is eligible for grade advancement testing as outlined in the official GPC manual. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and accelerated instruction for the student. Decisions regarding assessments for LEP students who receive special education services shall be made by the ARD committee in conjunction with the LPAC. *Education Code 28.0211(i); 19 TAC 101.2003(d), (f)*
STUDENTS WITH DYSLEXIA	In measuring the academic achievement or proficiency of a student who has dyslexia, the student's potential for achievement or proficiency in the area must be considered. *Education Code 28.021(b); 19 TAC 101.2003(g)*
AGE-APPROPRIATE ASSIGNMENT	The Board may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle, and high school campuses, the Board may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus. *19 TAC 101.2019(b)*
TRANSPORTATION TO ACCELERATED INSTRUCTION PROGRAMS	The Royal Ambassador Academy Charter shall provide students required to attend the accelerated programs described above with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211(j); 19 TAC 101.2006(b)*
OPTIONAL EXTENDED-YEAR PROGRAM	A student who does not meet Royal Ambassador Academy Charter standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level shall be eligible for services under the optional extended-year program. *19 TAC 105.1001(c)*

A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year. However, if the student's parent presents a written request to the school principal asking that the student not be promoted, the principal shall hold a formal meeting with the parent, the teacher, and the school counselor, as soon as practicable after receiving such a request. During the meeting, the principal, teacher, or school counselor shall explain the possible effects of not promoting a student. If the parent withdraws the request after the meeting, the student shall be promoted, and the Royal Ambassador Academy Charter shall continue to use innovative practices to ensure that the student is successful in school in succeeding school years.

If the Royal Ambassador Academy Charter provides an extended-year program, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

Education Code 29.082(e)–(f)

Attachment E.3. Principal Documents

Attachment E.3

The Royal Ambassador Principal Documentation

We have not identified a candidate.

JOB TITLE: Principal

REPORTS TO: Superintendent

SUPERVISES: Staff, Teachers and Students

NATURE AND SCOPE OF JOB: The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe, learning environment that meets the vision and mission of the school.

The Academy will require that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Superintendent and Board of Directors and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

1. The school Principal shall:
2. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
3. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
4. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
5. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
6. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
7. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for

behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.

8. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
9. Notify immediately the Superintendent, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
10. Keep the Superintendent advised of employees not meeting their contractual agreement.
11. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.
13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.
14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
15. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
16. Maintain a master schedule to be posted for all teachers.
17. 16. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
18. Maintain visibility with students, teachers, parents and the Board.
19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
20. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
21. Use excellent written and oral English skills when communicating with students, parents and teachers
22. Complete in a timely fashion all records and reports as requested by the Superintendent.

23. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, physical, and emotional.
24. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardian are apprised of the reasons for exclusion.
25. Perform any other duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or in conflict with contract.

Recruiting and Selection Process Timeline	
Who	**Comments**
Superintendent	Sponsoring entity and board will officially hire within the 1st month of award
Secretary	Superintendent guided by the board will hire by the end of month three of award
Principal	
Manager-Planning & Project Coordinator	
Business Manager/Accountant	
Instructional Coach	

The **recruitment strategy** will involve working in coordination with local colleges and universities in constant dialogue and sharing on personnel staffing needs. The school will also work with the Region Service Center for review of and publishing existing and future vacancies. Additionally, we will maintain a web page which reflects personnel needs on a regular basis. The plan is to work with local news organizations as well as national publications to highlight areas of need for personnel.

The school will **hire "Highly Qualified" staff** in accordance with the Elementary and Secondary Education Act (ESEA). In light of the school's focus on science, technology, engineering, the arts, and mathematics (STEAM), those persons who are experts within and across these disciplines will be given special consideration in the employment process, including providing evidence of success in previous work experiences.

We will contract with a local agency for conducting criminal background checks on all employees and volunteers. The **school's Principal hiring procedures** will include:

A. Advertisement - all staff position vacancies will be advertised.

B. Application – will be issue as requested.

C. Screening of Applicants–Board and Superintendent will screen applications.

D. Interviews –Superintendent will conduct interviews.

E. References – all references will be checked.

F. Selection – the Superintendent will make recommendations to the Board of Directors for administrative and other leadership positions; all personnel actions will be handled by the Superintendent in accordance to policy regarding delegation of authority by the Board.

G. Required Documentation –Applicants will be required to provide documentation as appropriate.
H. Background Checks- criminal background checks will be conducted on all new hires.
H. Orientation – each employee will be required to participate in an orientation session.
The school's procedures for dismissing school personnel, will consist of:

Attachment E.4. Leadership Team Documents

Attachment E.4

Leadership Team Documents

The sponsoring entity following the award of the charter, will immediately hire the Superintendent and a Secretary on a full-time basis. The Board and Superintendent will start the search for the Principal, Business Manager/Accountant, Secretary, and Instructional Coach. During the preparation and development year, the Superintendent, Principal, Instructional Coach and Secretary will work full-time. During the preparation year, the Business Manager/Accountant and Manager-Planning & Project Coordinator will be part-time employees, becoming full-time once the school opens. These six employees will be compensated using the charter planning grant. If the grant is not available or insufficient for full coverage, the sponsoring entity is prepared to provide the necessary funds.

The school will be managed by two leadership teams. An instructional team will consist of the Superintendent, Principal and Instructional Coach and an operational team will consist of the Manager-Planning & Project Coordinator and Business Manager.

The **school's operational leadership team** will be responsible for day-to-day administration non-instructional services. This team will consist of the Business Manager/Accountant and Manager-Planning & Project Coordinator and PEIMS Coordinator. Reporting to the Superintendent and Principal, this team of full-time staff once school opens, will be responsible for all matters of school administration that do not directly relate to instruction or student the behavior. This team will take on a variety of operational responsibilities from overseeing the development and implementation of the school budget to gathering and analyzing school data to ensure that the school has sufficient materials to serve the students.

The **school's instructional leadership team** consisting of the superintendent, principal, and instructional coach, all full-time staff, will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement. The team will work with Region 5 Education Service Center to conduct needs assessments, and design training and technical assistance to support leadership and teachers in analyzing, interpreting, and using performance data to improve student learning.

In accordance with TEC §21.057 and PL 107-110 §1111(h)(6)(B)(ii), the Academy will abide by 4112.24 "AR Teacher Qualifications" under the NCLB Act, **to distribute to parents information related to the qualifications, experience, and certifications of each teacher**. At the beginning of each school year, the Superintendent or designee will notify the parents/guardians of each student attending the school that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to: (1) Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (2) Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; (3) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and (4) Whether the

student is provided services by paraprofessionals and, if so, their qualifications. This notification will be included in the parental handbook.
The Superintendent or designee will notify teachers, as appropriate, prior to distributing the above notice to parents/guardians. The notice and information provided to parents/guardians will be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents/guardians can understand.

The following pages:

- Superintendent Documentation
- Principals' Job Description
- Business Manager/Accountant's Job Description
- Manager-Planning & Project Coordinator's Job Description
- PEIMS Coordinator's Job Description
- Instructional Coach's Job Description
- Lead Teacher's Job Description

RESUME

Johnny Edward Brown, Ph.D.
3950 Royal Meadows Street
Port Arthur, Texas 77642
E-mail Address: johnnedwardbrown@aol.com

PERSONAL INFORMATION

Place of Birth: Austin, Texas
Marital Status: Married to Carolyn Jean (Reese) Brown, MSSW
Children: One son and two daughters

EDUCATION

Doctor of Philosophy – The University of Texas at Austin; May, 1991
Department – Educational Administration
Dissertation Title – Leader Behavior and School Effectiveness

Post Graduate College Work – Lamar University 12 hours, Beaumont, Texas, Superintendents' Academy, 2007-2008; Texas State University, 1978-1882-mid-management certification

Master of Education – Southwest Texas State University (SWT), San Marcos, Texas; (Current name: Texas State University) Aug. 1977; **Major –** Counseling & Guidance

Bachelor of Science in Education – SWT-Texas State University, San Marcos, Texas: May, 1970; **Major -**Health & Physical Education; **Minor –** Political Science/government

CERTIFICATIONS IN EDUCATION

Provisional High School – Health & Physical Education: Government/Political Science
Professional Counselor
Professional Mid-Management Administrator
Professional Superintendent

ADMINISTRATIVE EXPERIENCES

Adjunct Professor (Part-Time)-Web Based Field Supervisor for Interns-2010 - 2014
Partner for development of Charter School Program-Royal Ambassador Academy
Port Arthur Independent School District-Former-Superintendent **(**9,100 students; approximately $77 million dollar general budget; 1,100 employees)

Resume for Dr. Johnny E. Brown

Superintendent's Highlights of Progress/Accomplishments (Port Arthur)

A. Academics:

- Improved TAKS & STAAR scores and successful academic performance for students

- District State Ratings: District Academically Acceptable each year from 2007-2011 (not rated in 2006 due to Hurricane Rita & no state ratings for 2012). District met standards for 2013 report re: STAAR testing program

- Graduation Rate
  - Class of 2006: 61.0%
  - Class of 2010: 78.9% (increase of 17.9%)
  - Class of 2011: 81.9%
  - Class of 2012: 83%

- Completion Rate (Graduates and Continuers)
  - Class of 2006: 75.0%
  - Class of 2010: 84.8% (Increase of 9.8%)
  - Class of 2011: 84.2%
  - Class of 2012 87.6%

- Exit-level TAKS Scores- 2013
  - ELA: 83%
  - Mathematics: 81%
  - Social Studies: 98%
  - Science: 93%

- Annual Dropout Rate has decreased, showing fewer dropouts. *
  - Class of 2005-2006: 6.0%
  - Class of 2009-2010: 4.9% (Decrease of 1.1%)
  - Class of 2010-2011: 1.2%* State used different formula for this year

- Students who could not graduate due to TAKS non-mastery decreased, which is a very positive trend.

  - 2007: 142 TAKS non-masters
  - 2012: 19 TAKS non-masters
  - 2013: 23 TAKS non-masters
  - Note: Memorial High graduated 432 students in 2013, 94% of active students

- In February, 2009, the AdvancEd Accreditation Commission awarded PAISD a five year District Accreditation as a quality school system.

Resume for Dr. Johnny E. Brown

- In 2010 presented Superintendent leadership award at annual national SACS- CASI program in Atlanta. Formerly served as Vice-Chair of SACS/AdvancED State Council**.**

- Professional Learning Communities (PLC) now require documented, routine conversations among personnel concerning specific professional development topics .

- The Response to Intervention implementation has been enhanced for 2012-2013 by providing teachers and principals with an outline of specific procedures to raise achievement.

- Discipline referrals for Suspensions and Disciplinary Alternative Educational Program (DAEP) have decreased. Data reflect fewer incidences of discipline problems.

B. **Facility Improvements:** The Superintendent has provided leadership for the planning , passage, and execution of the 2007 Bond program as well as in the completion of the 2004 Bond Program, including planning and building of new campuses and renovations.

New Facilities

- Lee Elementary
- Wheatley School of Early Childhood Programs
- Memorial High School, CATE Building, and Theatre (Superintendent provided leadership in District to move forward after years of delay where officials were not able to agree on a site for the new high school)
- B. T. Washington Elementary
- Sgt. Lucian Adams Elementary
- Note: The New DeQueen Elementary opened on the Superintendent's first day on the job.

Renovated Facilities

- Lincoln Middle School, Port Arthur Alternative Campus
- Thomas Jefferson Middle School
- Memorial 9th Grade Academy at Austin
- Tyrrell Elementary
- Houston Elementary
- Dowling Elementary
- Travis Elementary
- Administration Building and new Board Meeting Room
- Wilson School of Performing Arts (1st phase of 3)
- Port Arthur Alternative Center (PAAC) facility, adjacent to Lincoln Middle School

- Additional Improvements
  - State of the art football field, including artificial turf field similar to that used by pro teams; improved press box; state of the art security system that monitors and

Resume for Dr. Johnny E. Brown

records activity in all areas of the stadium, including the parking lot; improved lighting in the parking lot, etc.

- Synthetic surface on the track at Memorial High School and on the auxiliary track
- Security camera systems that are operational on all campuses & stadium

C. **Financial:** Under the leadership of the Superintendent, the District has implemented sound financial strategies to ensure financial stability and appropriate use of resources.

- The District has enjoyed a balanced budget over multiple years in spite of state and federal budget cuts.
- The fund balance has increased since 2005, from the audited 2005 balance $6,592,346 to the 2011 audited balance of $30,562,705.
- The District received Superior Achievement, the highest rating of the Financial Rating System of Texas (FIRST) for five years in a row & Above Standard for 2012 in light of use of fund balance for critical areas. The District received a rating of Superior for 2013.
- The District has received three years of excellent audit results of Unqualified Opinion and no material weaknesses identified/no findings
- The improved District 2009 Outlook resulted in Credit Rating Upgrade by both Moody's (Aa3) and Fitch (AA-).

D. **Environment:** The Superintendent provides leadership in creating a positive environment for teaching and learning.

- The Superintendent routinely attends Campus events as well as community and church events and services. He has been invited to speak for organizations including Rotary clubs, PTA, Lions Club, Kiwanis Club, Leadership Southeast Texas, the Port Arthur Ministerial Alliance, Port Arthur Retired Teachers, Chamber of Commerce, Churches, and others.
- The Superintendent provides news reports about student and district success including, but not limited to, publishing his Sunday article in the Port Arthur News, as well as television interviews
- The Superintendent has embraced the Diversity Initiative in an effort to encourage participation of all ethnic populations in all the activities and functions of the District including, but not limited to, employment opportunities, academic and extracurricular activities for students, and parental involvement.
- The District has implemented Dual Language, Two-Way Immersion, and ESL programs to help students with limited English skills to master the state curriculum.
- An initiative is in place to assist non-English speaking parents in learning English. Parents also are able to learn computer skills in this program.
- Summer recreation and summer nutrition programs have been implemented, which previously were not available to students.
- Improved in discipline management,, including new dress code, grades pre-K - 12, soon upon assuming leadership in PAISD. Students pay less for clothing, less competition for brand-named clothing, safer due to similar dress among students. Also, in general discipline incidences are down substantially, as noted in data produced routinely.

Resume for Dr. Johnny E. Brown

- Initiated a series of town hall style meetings to engage the community in discussions about where we are, where the District is headed and how we will get there.
- Established curriculum nights for engagement of the parents, teachers, principals and others in communication about standards.
- Started the first Port Arthur Re-engineering for Academic Excellence Cash Award Scholarship Program for graduating seniors. The first year awards totaled $5,600 in awards ranging from $100.00 to $1,000.00. By the end of the third year, over $50,000.00 was awarded to youth through the program, and by the end of the sixth year, over $100,000.00 in cash awards provided in total awards counting multiple years of scholarships.
- Selected by AdvancED for award recognition for Outstanding Performance in Leadership during 2010 annual SACS CASI conference in Atlanta, GA.—Formerly served on State SACS-CASI, AdvancED Council as Vice-Chair.
- The District enjoyed success in eight schools in the State operated District Awards (DATE) for Teacher Excellence program, meeting the criteria for bonuses due to excellence in student achievement, student and teacher attendance and development for the last year of operation, 2010-2011-awards of over $600K
- Successfully implemented new elementary band program in support of increased opportunities for student exposure in the arts for all elementary schools.
- Implemented a Crisis Management System, which enables the District and campuses to notify parents in cases of emergency or general reports.
- Board approved several foreign trade and abatement projects with petrochemical industries
- District purchased ELMO scanners as part of technology enhancements to support instruction in the classroom
- District introduced Kindle devices in secondary schools as a pilot to increase and support reading by youth
- Implemented new police/security agency program for better security, with focus on supporting secondary schools and for better coordination among various police agencies in support for positive learning environments in our schools—piloted local program in PAISD initially, but moved later to a program facilitated by a local Constable and Deputy Officers.
- Upgraded professional development program for Saturday and after school and summer workshops focused upon areas of need.
- Implemented an instructional initiative involving campus-based teachers serving as coaches for teachers and students in the classroom.
- District was successful in securing two grants from the State of Texas in the form of dropout prevention and high school restructuring, including opportunity for training for staff relative to High Schools That Work program concepts.

Resume for Dr. Johnny E. Brown

- Implemented routine campus visits for monitoring of curriculum implementation. The curriculum staff also works with campus leadership in support for review, analyzing and using data.
- District collaborated with Lamar University to conduct a community survey about perceptions of District leadership and progress.
- Implemented the Titan Gazette for communication with staff and community about highlights of progress in the District. Also, District publishes team building magazine in which highlights of success are reflected through pictures of personnel of each school and department. The District also continues to publish weekly articles in the local newspaper to keep patrons up to date about District.

Politics of Education Information/ Reason (s) for leaving June , 2013

Port Arthur has experienced major changes in the make-up of the School Board, with 5 of 7 members different who serve on the Board when compared with the start of my tenure in 2006. The District was under State Management/Control when I assumed the role of Superintendent in Port Arthur. I aligned myself with those who favored major changes as required for progress and accountability, yet, there remain those who resist changes made and those pending. March 28, 2013 I resigned as Superintendent, effective at the end of my contract in September, 2014. The announcement was followed several weeks later with an updated resignation for earlier departure of June, 2014 and separation agreement between the School Board and me to allow the School District to transition to new leadership and for me to pursue other career options.

Education Consultant-Metro-Atlanta, GA., in transition from DeKalb County to Port Arthur, Texas --October 2004-August 2006

DeKalb County School System (100,000 students; approximately 1 billion dollar budget; 14,000 full time employees, 20,000 including part-time)
Superintendent, July 2002-October, 2004; consultant with system through June, 2006

Superintendent's Highlights of Progress/Accomplishments (DeKalb County)

- Increased graduation requirements from 22 to 24 units for 2004-05 incoming 9th grade students and set up 3 diploma career area options; requirement also in place for 4 years of English, math, social studies, science, including requirement for seniors to complete mathematics during senior year.
- Mathematics curriculum requirements strengthened for 7th grade pre-algebra and District-wide 8th grade- high school level algebra, starting 2004-05 school year
- Implemented new, more rigorous physical education & nutrition policies for students on k-12 basis.
- Implemented upgrades for equipment, training & wide-area network in technology program: $30m dollar project.

Resume for Dr. Johnny E. Brown

- Leadership & support provided for second $500m capital improvement program for new schools and renovations, safety & ADA compliance upgrades.
- 4 elementary schools named as U.S. Department of Education Blue Ribbon Schools over the last 3 years; other schools named as Georgia Schools of Excellence. Served for many years as a site visitor for Blue Ribbon Program.
- Southwest DeKalb High School recognized during 2004-05 year as having the highest number of African American students in the nation succeeding in advanced placement testing for history for the previous year.
- International Baccalaureate Program implemented during 2004-05 in three high schools starting with the 2004-05 school year, including Tucker, Martin Luther King, Jr. & Druid Hills High Schools.
- The district increased the number of schools meeting Annual Yearly Progress (AYP) from 70% to 86%, comparing 2003 to 2004. The data reflect 80 of 83 elementary schools making AYP and 17 of 20 high schools making AYP (1 alternative school and two schools with a high number of international students new to the country did not make it). The middle schools which did not AYP missed primarily due to scores of students with disabilities.
- Prior to my tenure in 2001-02 the district had 33 schools on the Title 1 "needs improvement" list; for the 2004-05 school year, however, prior to my departure, the district had only 11 Title 1 schools on the list and 3 non-title schools. Regarding "Choice" for 2004-05 the district had 11 Title 1 schools and 3 non-title schools on the list; this compares favorably with as many as 25 Title 1 schools on the "Choice" list prior to my tenure.
- Significant improvements were made on the ITBS test, for example, with the district's fall 2004-05 first graders scoring at the 77%ile level for reading comprehension, second graders at the 63%ile level, and fourth graders scored at the 60%ile level; all other elementary grades were at the 50%ile level or higher. The ITBS elementary performance for mathematics reflected that all grade levels scored above the 50%ile with the exception of second grade which was at the 49th%ile.
- 4 high schools named by Newsweek Magazine in 2002-03 for being among the top 4% of high schools in the nation.
- 26 teachers were named during the 2003-04 school year as national board certified; for 2004-05 19 additional teachers were named.
- Due to State problems with economy, reduced budget by $45.5m dollars for the 2003-04 school year and an additional $7m dollars for the 2004-05 school year, while no millage increase was imposed for 2004-05. Yet, no class size increase was made for either year and employees received a 2% salary increase in January, 2005. Regardless, the district received the top Moody rating for tans borrowing for the capital program at a 1.0%-1.7% rate. Increased reserves to over $40,000,000. The District applied deficit spending prior to my tenure for 4 of previous 6 years, leaving reserves far below established standards.
- Provided leadership and support for enhancements to the Paperless Application Tracking System (PATS) to better track applications, assignments, resignations, retirements, leaves of absence, job postings, budget & finance alignment.
- Established Call Center as part of customer service for the district.
- Established a "no waivers" initiative to ensure certified personnel in place; over 97% of teachers certified as of last report during my tenure.

Resume for Dr. Johnny E. Brown

- Provided leadership & support for development of new flexible insurance and benefits and for selection of new tax sheltered annuity record-keeper which allowed new employee options and a reduced number of vendors to deal with.
- Established a self-funded/fronted insurance program for the district's errors and omissions and liability coverage.
- Provided avenues for enhanced communication through efforts such as establishment of advisory committees ,e.g., business, faith based, principals, students (grades 6-12 eligible), auxiliary personnel, parents, human resources (customer service), Blue Ribbon (re: attendance boundaries, growth patterns, etc), Citizens Review (capital improvement advisory), and PEER (community volunteers assigned to advise based upon their professional expertise, e.g., safety issues, energy, etc).
- Provided leadership to enforce and strengthen implementation of the dress code.

Reason (s) for Leaving

- The school board and I agreed to go into different directions; mostly a case of politics of change when unpopular decisions are made for the sake of progress. I stood for excellence and support for all children to be successful by "raising the ceiling and the floor" for growth, equity and excellence in opportunities in terms of the proper conditions and environment for learning. Immediately upon assuming the position, 3 changes in the school board composition occurred out of 7 and another during the last year. We addressed accountability at all levels, resulting in some changes in organizational design and assignments, affecting some long-time employees, and we reduced spending by over $50m dollars, thereby affecting some favorite programs, services and personnel. We promoted higher academic standards and strengthened implementation of the dress code for a more positive learning environment. Finally, I stood for doing the right thing for children in all aspects such as for vendor contracts and personnel management (emphasizing fairness, procedure, and competence over favoritism); curriculum and instruction leadership; budget and construction management and more.

Birmingham City Schools (38,000 students; approximately $200 million budget; approximately 6,500 employees) Note: Prior to recruitment leading to tenure in District, they had the unfortunate designation of having 1/3 of the entire State's low performing schools located in the District; upon leaving the District there was none on that list.
Superintendent, January 1998-June 2002

Resume for Dr. Johnny E. Brown

Superintendent's Highlights of Progress/Accomplishments (Birmingham)

- Provided leadership to move the system from having over 30 schools on academic "alert" status in 1997-98 (one third of those on "alert" status in the State) to a status of having no schools on "alert" by the time of departure in 2002. While 4 schools were on the caution list at the end of my tenure, great progress was made recognizing that we moved the system from having only 22 schools on the "clear" list when I was first employed to 62 schools on the "clear" list when I departed; again, the system had no schools on the "alert" list upon my departure.
- Birmingham as a system was on the academic "clear" list for three straight years once I assumed the position of Superintendent.
- The average level of Birmingham children on the Stanford Achievement Test rose during my tenure from the 37%ile to the 49%ile.
- The district earned "A's" on the State report card for student success on the Alabama High School Graduation Exam in 2001. 94% of students passed the test which was almost 20% better when compared with the year 2000 when the system earned a grade of "C".
- Provided leadership to implement "Project Algebra" which resulted in all 8th grade students being required to take high school level algebra for high school credit. Project Algebra also made the Everyday Math Program the curriculum for grades K-6 (implemented in coordination with the University of Alabama at Birmingham) and pre-algebra was required for 7th grade students. The system also implemented "I Can Learn Algebra" classrooms in 5 schools in the district.
- Provided leadership to implement "Project R.E.A.D.S". Utilizing research on how children best learn to read, the system initiated the "Balanced Approach" to reading instruction, combining the best of both phonics and whole language instruction. In the fall of 2001 the system became the first in the nation to implement the Universal Literacy Program in all of its elementary schools, developed by Voyager Expanded Learning.
- Leadership was provided to implement a $50m technology plan utilizing funds from E-rate (largest per capita grant awarded to any system in 1999) and the City of Birmingham. The district purchased laptop computers for all teachers, counselors, librarians, principals, assistant principals, and selected others to use. Some 8,000 internet-linked desktop computers were installed, including three per classroom in permanent buildings and an internet laboratory was provided per school. Desktop telephones were installed in classrooms. The system won an award through the Smithsonian Institute in Washington, D.C. resulting from innovations in technology.
- The district was proud to partner with UAB and the McWane Science Center to pilot a genetics class at Ramsay and Parker High Schools during the 1999-2000

Resume for Dr. Johnny E. Brown

school term. The course, which included DNA research, became widely available in the district following the pilot year.

- Leadership was provided to increase dramatically the number of students who enrolled in Advanced Placement (AP) coursework; also, specific efforts were made to provide development opportunities for teachers for certification required to teach these courses.
- The district earned "A's" for both 2000 and 2001 on the State Report Cards for the percentage of career-technical education programs that are certified by business or industry.
- Leadership was provided to partner with the McWane Center to enable every sixth grader to participate in the Challenger Learning Center Program. The district was also proud of partnerships with other museums such as the Birmingham Museum of Art and the Birmingham Civil Rights Institute.
- The district was proud to work in partnership with the National Commission on Teaching and Americas Future in coordination with Dr. Linda Darling-Hammond of Stanford University (formerly with Columbia Teachers College) as one of very few urban centers in the nation in support of learning. Three areas of focus were identified as major priorities: professional development, school organization/recruiting, and grading &assessment
- Major efforts were made on implementation of the district's strategic plan. Support was provided by Dr. Bill Cook of the Cambridge Group in coordination with the school board, central and school-site staff, parents, and community. Areas in focus included: improve achievement, "close the gap" in learning, environment, finance, diversity; use of data and accountability for all.
- Leadership was provided to "clean up" financial records that had gone many years unaddressed prior to my tenure. Improvements were made to reduce audit findings when my tenure was compared to as many as ten years before. Efforts resulted in building reserves, reflecting increase of some $7m 1998, $1m for 1999 and $3.2m for the year 2000. At the end of 2000 the district had a larger reserve fund than any district in the State of Alabama at $24.5 million.
- The onset of State Proration (reduction of State funds during the year, thereby, not providing what was promised and budgeted) resulted in the need to "dip" into reserves to replace those dollars lost from the State. The other choice was not a good choice of eliminating in mid-term over $9m of personnel, programs and services in place for children. Appropriate reductions were made as part of our efforts, especially administrative. We are proud of our progress in spite of the politics of misinformation.
- Leadership was successful in receipt of grants, e.g., the Community Foundation of Greater Birmingham awarded the district a grant for $158,700 in support of the district's strategic planning and implementation efforts. In February 2002 the Area Chamber of Commerce agreed to provide $500,000 to be placed in the Foundation account to address future needs of children. In 2000 the school district received a grant of $5,275,000 from the Urban Systemic Program of the

Resume for Dr. Johnny E. Brown

National Science Foundation. The City of Birmingham voted and the school board accepted access of over $200m to support the district's $300m capital program (City & State resources combined), making the program the largest ever in the State of Alabama, especially when combined with State funds.

- Senior students were provided cash scholarship awards, e.g. in April 2002, 40 students received $24,000 with student awards ranging from $300 to $2,000.
- Leadership was provided to highlight success of senior students through the annual Mr. and Miss Birmingham City Schools Pageant which was suggested by a member of the student advisory committee (a group which met directly with the superintendent on a regular basis). Scholarships were provided for students selected to participate with special awards provided to the winners. '
- The district focused on environmental conditions, such as parental involvement, condition of buildings for cleanliness and upkeep, and student dress and conduct. The district implemented a dress code for all grades, The district also implemented a 12 point discipline/safety plan under my leadership, e.g., requirement that students use clear of mesh backpacks. The district also installed surveillance cameras in high schools and middle schools and purchased metal detectors for use in secondary school extracurricular activities.
- The school board eliminated use of corporal punishment under my leadership and revised administrative procedures to increase options such as in-school suspension which did not exist widely prior to my administration.
- Birmingham was able to reduce the number and percentage of student suspensions over a two year period from 1998-99 to 2000 by 71.9% through use of extended day programs, in-school options, and implementation of the transition action and strategic plans.
- The Fox 6/Post Herald School Cleanup Program was implemented in cooperation with businesses, schools, and school district to help paint, landscape, and clean schools. Cleanups were held twice annually in March and October; 67 schools participated prior to my departure. Overall 43,000 volunteers participated through October 2002.
- The opening of the year celebration called "It Takes A Village To Raise A Child" began in 2000. Schools planned special events and invited parents and community to participate in opening of school year activities. For example, over 19,000 parents visited the first two days of the school year. Family involvement was emphasized throughout the year, and each school was required to have in place a parental involvement improvement plan.
- Leadership was provided to establish and implement the largest ever capital program in the State of Alabama for schools. Numerous projects were completed or started during my tenure, including construction of five new schools or schools with major renovations, such as the George Washington Carver High School for

Resume for Dr. Johnny E. Brown

Health Professions, Engineering, and Technology-the first high school built in 30 years in the system.

Reason(s) for leaving

- I was recruited and selected for the position of superintendent of the DeKalb County School District. Several years prior to selection, I was one of two finalists for the same position with my replacing the person selected upon his retirement in 2002. Coincidentally, the State modified the organization of the Birmingham school board for implementation at about the time of my departure, moving from a school board appointed by the mayor and city council to an elected school board.

Wilmer-Hutchins Independent School District (3,200 students; approximately $20 million dollar budget; approximately 450 employees)—Recruited as part of Texas Education Agency State "take over" initiative to work in coordination with State Appointed Managers. Superintendent, August 1996 – January 1998

Superintendent's Highlights of Progress/Accomplishments (Wilmer-Hutchins) in coordination with State of Texas , recruited as part of State Intervention Program

- Led efforts to raise achievement test scores in the district in all subjects and grade levels on the State required criterion reference test, spring 1997 with increases noted as follows:
  - -Third grade-17.9% increase in all tests taken
  - -Fourth grade-5.4% increase
  - -Fifth grade- 25.6% increase
  - -Sixth grade-11.9% increase
  - -Seventh grade-12.5% increase
  - -Eighth grade-5.7% increase
  - -All grades combined-13.7% increase in all tests taken
- As another gauge of academic success, one dramatic highlight was the success of the Wilmer Elementary third graders as 71% of students passed the TAAS math test in 1997, up by 23.4% over the previous year.
- In 1997 led efforts for improvement in the form of an example of one campus which achieved exemplary status (C.S. Winn Intermediate) and three schools were awarded recognized status (Mamie White Elementary, Alta Mesa

Resume for Dr. Johnny E. Brown

Elementary, and Bishop Heights Elementary). Wilmer Hutchins High School moved from low performing status to acceptable status.

- Provided leadership in the development and implementation of a balanced budget, the first in many years prior to my tenure. Several budget reductions were made in favor of focus on schools and not central operations, and efforts were made to better align spending with the district's strategic plan and student needs. The district was in debt when I was hired.
- Initiated district-wide reading initiative focused upon the balanced approach to the teaching of reading.
- Leadership was successful in implementing a district-wide curriculum alignment initiative.
- As part of organizational design work, five of seven school principals were replaced and all staff were held to a higher level of accountability in moving the system forward for success. The administrative level was immediately reduced by 10 and the staff of approximately 221 teachers was reduced to approximately 175. Basic bookkeeping procedures were instituted to better manage finances; the system was in debt by $2million dollars when I assumed the position of superintendent.

Reason(s) for leaving

- I was recruited and selected for the position of superintendent of the Birmingham City School District.

Houston Independent School District (207,000 students; approximately 1 billion dollar + budget; approximately 28,000+ employees. Supervised all curriculum & instructional programs and approximately 300 schools. Supervised 12 Area District & other Deputy Superintendents who supervised schools & school programs). District was very successful especially in improving student achievement through implementation of the District's Beliefs and Visions (District Strategic Plan), holding staff accountable for results, budget & finance, use of data, and alternative programs. District had many schools named as exemplary and had reading scores that compared well with districts across the country resulting from the balanced approach in teaching reading.
Executive Deputy Superintendent, January 1995 – August 1996

Reason(s) for leaving

- I was recruited and selected by the State of Texas Department of Education in coordination with the local School Board as part of a School District State

Resume for Dr. Johnny E. Brown

takeover process, resulting from previous years of problems with finance and academics. The system was more successful during my tenure than at anytime before or after. The system has been absorbed by the Dallas Independent School District as a result of State action due to continued problems where the progress made during my tenure was not sustained.

Cleveland Public Schools (74,000 students; approximately $500,000,000 budget; approximately 10,000 employees). The district was very successful during my tenure for improving achievement through implementation of the district's strategic plan, Vision 21 in spite of major problems with finance prior to my tenure (district was in the "red", running a deficit program prior to my arrival).
Deputy Superintendent for Educational Programs, April 1993 – January 1995

Reason(s) for leaving

- I was selected by Dr. Rod Paige, formerly U. S. Department of Education Secretary, while he served as Superintendent of the Houston Independent School District. My role was to serve as his "top" or second in authority in the district while supervising approximately 300 schools and centers, with 12 Area District Superintendents. I also supervised curriculum and instruction for the district. At the same time my wife was selected in Texas for her first opportunity to serve as principal, and I returned to Texas in support of her opportunity to serve.

Austin Independent School District (AISD-74,000 students, approximately at time of tenure in AISD) $500,000,000 budget; 10,000 employees)

Fall, 1972 - Spring, 1993
Central Office – Director: Student Support and Area Director, 11/90-4/93
Principal – O. Henry Middle School, January, 1986 – December, 1989 (*****Left for professional leave to complete doctorate in University of Texas/Texas Superintendent Preparation Program-remained on contract with Austin)
Assistant Principal, Middle & High School; Alternative School Principal; Coordinator of Student Affairs, 1979 – 1985

***Texas Education Agency (TEA) –** Effective Schools Data Resource Unit- Division of Accreditation – Research Associate. December 1989-November 1990; internship assignment associated with The University of Texas/Texas Education Agency Cooperative Supt. Program.

Resume for Dr. Johnny E. Brown

COUNSELING EXPERIENCE

Gary Job Corp Center, San Marcos, Texas-Counseling Internship Practicum, Summer, 1978.

TEACHING EXPERIENCES

Austin Independent School District
Anderson High School, 1973-1979
Murchison Junior High School, 1972-1973

San Antonio Independent School District
Riley Junior High School, 1970-1972

PAST & PRESENT PROFESSIONAL AFFILIATIONS & ACTIVITIES

MEMBER – American Association of School Administrators
MEMBER – The American Educational Research Association
MEMBER – National Association of Elementary School Principals
MEMBER – National Association of Secondary School Principals
MEMBER - Port Arthur Rotary Club
MEMBER – Phillip Schelecty's Superintendent Leadership Network (Center for Leadership and School Reform)
MEMBER – Atlanta Chamber of Commerce-Board of Trustees
MEMBER- Board of Health DeKalb Board of Trustees
MEMBER - Greater Atlanta Boy Scouts of America
MEMBER - Jr. Achievement – Board of Trustees
MEMBER – National on Teaching and America's Future Advisory Board
-Served on two occasions as participant in the President's Summit on Education at the White House - -President George Bush
MEMBER – Executive Committee of Dekalb County
-National television program on reading instruction with former Secretary of Education, Richard Riley

PUBLICATIONS/PAPERS

- **Dissertation – Leader behavior and school effectiveness***
- **Encyclopedia Article: Akins, W., & Brown, J. (1993). Sweatt v. Painter (1950) In Anderson, D., Asbury, C., Jones-Wilson, F., & Okazawa-Rey (Eds.). The Encyclopedia of African-American Education.**

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- **Brown, J. (1991). Leader behavior and school effectiveness. Ann Arbor: University Microfilms International (U.M.I.).**
- **Brown, J. (1991). Leader behavior and school effectiveness. Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois. Unpublished paper based upon dissertation research findings.**

* **The dissertation research focused upon (a) site-based management, and (b) principals' administrative leadership relative to instruction and home-school relations. I had the pleasure of presenting a portion of the findings at the annual conference of the American Educational Research Association in Chicago, Illinois, April, 1991.**

Biographical Statement for Johnny Edward Brown, Ph.D.

Dr. Brown has enjoyed success in teaching and providing leadership for schools and school districts for many years, in particular in urban and minority environments in several states. In each case the record of his success is well documented in terms of: dramatically higher student test scores; balanced budget and increased reserves; improved facilities; increase in parent involvement; and learning environment more positive and appropriate and more.

The record of his success began as early as grade school, in Austin, Texas. He completed the undergraduate, graduate level and post-graduate level education work at Texas State University, B.S. in Ed., M.Ed., and mid-management administration certification and completed the terminal degree at the University of Texas at Austin, Ph.D.

Dr. Brown has been successful throughout his career in teaching and school administration, starting in San Antonio, Texas where his professional career began as a middle school science and physical education teacher and coach. Beyond that experience, he served as teacher and administrator in Austin, Texas: including, Assistant Principal at Crockett High School, and Assistant Principal and Principal of O. Henry Middle School, Principal of the Alternative School, and Central Office Associate Coordinator and Director of Student Support Services. Dr. Brown also served as Deputy Superintendent for Instruction for the Cleveland, Ohio Public Schools; Executive Deputy Superintendent for Educational Programs in Houston (supervised 300 schools through supervision of 12 Area District Superintendents and Curriculum and Instruction); Superintendent of Schools for four systems, including: Wilmer-Hutchins in Texas (recruited by TEA to assist with "takeover" process by Dr. Mike Moses); Birmingham, Alabama; DeKalb County, Georgia; and, most recently, Superintendent of the Port Arthur Independent School District in Texas, through June 30, 2013. Dr. Brown has also enjoyed serving as Adjunct Professor in Lamar University as Field Supervisor of Administrative Interns. Currently, he is engaged as partner in providing leadership for the planning and development of the Royal Ambassador Academy Charter School, Pr-K-8, and in the process of re-establishing an education consultant company, J & C Brown Institute for Learning.

While completing the doctorate at The University of Texas at Austin, the dissertation topic was: "Leader Behavior and School Effectiveness". He conducted research about what urban leaders do to make a difference in leadership in instruction and home-school relations. He explained as part of his research report that instructional leadership makes a major difference; and, in those schools in which parents are engaged in a meaningful way, the performance of children is higher.

Dr. Brown has achieved a consistent "track record" of success in "standing tall" in support of children: strong in character and ethics, supportive of personnel and involvement with the community for greater success for children and, thereby, for improving the quality of life for all. Dr. Brown has presented at education conferences throughout the nation on leadership and school improvement.

Dr. Brown is married to Carolyn J. Brown, also an educator. They have one son and two daughters. All three have graduated from college, including degrees from the University of Alabama at Tuscaloosa, Texas State University, and the University of West Georgia. The youngest daughter is a graduate student at The University of Houston.

The Royal Ambassador Principal Documentation

We have not identified a candidate.

JOB TITLE: Principal

REPORTS TO: Superintendent

SUPERVISES: Staff, Teachers and Students

NATURE AND SCOPE OF JOB: The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe, learning environment that meets the vision and mission of the school.

The Academy will require that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Superintendent and Board of Directors and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

1. The school Principal shall:
2. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
3. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
4. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
5. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
6. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
7. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for

behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.

8. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
9. Notify immediately the Superintendent, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
10. Keep the Superintendent advised of employees not meeting their contractual agreement.
11. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.
13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.
14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
15. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
16. Maintain a master schedule to be posted for all teachers.
17. 16. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
18. Maintain visibility with students, teachers, parents and the Board.
19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
20. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
21. Use excellent written and oral English skills when communicating with students, parents and teachers
22. Complete in a timely fashion all records and reports as requested by the Superintendent.

23. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, physical, and emotional.
24. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardian are apprised of the reasons for exclusion.
25. Perform any other duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or in conflict with contract.

Recruiting and Selection Process Timeline	
Who	**Comments**
Superintendent	Sponsoring entity and board will officially hire within the 1st month of award
Secretary	Superintendent guided by the board will hire by the end of month three of award
Principal	
Manager-Planning & Project Coordinator	
Business Manager/Accountant	
Instructional Coach	

The **recruitment strategy** will involve working in coordination with local colleges and universities in constant dialogue and sharing on personnel staffing needs. The school will also work with the Region Service Center for review of and publishing existing and future vacancies. Additionally, we will maintain a web page which reflects personnel needs on a regular basis. The plan is to work with local news organizations as well as national publications to highlight areas of need for personnel.

The school will **hire "Highly Qualified" staff** in accordance with the Elementary and Secondary Education Act (ESEA). In light of the school's focus on science, technology, engineering, the arts, and mathematics (STEAM), those persons who are experts within and across these disciplines will be given special consideration in the employment process, including providing evidence of success in previous work experiences.

We will contract with a local agency for conducting criminal background checks on all employees and volunteers. The **school's Principal hiring procedures** will include:

A. Advertisement - all staff position vacancies will be advertised.

B. Application – will be issue as requested.

C. Screening of Applicants–Board and Superintendent will screen applications.

D. Interviews –Superintendent will conduct interviews.

E. References – all references will be checked.

F. Selection – the Superintendent will make recommendations to the Board of Directors for administrative and other leadership positions; all personnel actions will be handled by the Superintendent in accordance to policy regarding delegation of authority by the Board.

G. Required Documentation –Applicants will be required to provide documentation as appropriate.
H. Background Checks- criminal background checks will be conducted on all new hires.
H. Orientation – each employee will be required to participate in an orientation session.
The school's procedures for dismissing school personnel, will consist of:

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Instructional Coach Reports to: Principal

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

1. Provide support and leadership in support of the principal as an instructional leader to ensure success in student learning.
2. Provide leadership in the implementation of the Montessori Program in support of all aspects of curriculum and instruction.
3. Conduct meetings with teachers and other instruction personnel to ensure readiness for teaching students effectively.
4. Observe classes routinely and meet with teachers individually to identify areas of success and needs for improvement.
5. Assist teachers in identifying interventions which best address students' needs in academics and behavioral management.
6. Work with the principal for ensuring positive communication and teamwork among staff, focused upon improvement.
7. Assist teachers in fully understanding objectives required in the STAAR program so students are better prepared for testing.
8. Provide leadership for the student management system along with teachers and the principal in a fair and equitable manner.
9. Work with the principal and appropriate staff to ensure that the development program is current and addresses student needs.
10. Support the implementation of Professional Learning Communities that pave the way for interventions and adjustments.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Manager-Planning & Project Coordinator Reports to: Superintendent

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

1. Provide support and leadership in support of the Superintendent in managing strategic thinking and operations and research.
2. Manage operations in coordination with the school as concerned with student enrollment and transfers.
3. Provide support for the school in the discipline management program related to record keeping and conducting hearings.
4. Provide at-risk student services in support of counselor and other staff as part of the safety net services for the school.
5. Maintain records and make routine observations of the facility to ensure appropriate learning conditions are in place.
6. Manage legal services in coordination with the Superintendent.
7. Provide student incentive services in support of and encouragement for students to excel in learning.
8. Work with the Superintendent in the personnel management program and day to day operations for personnel services.
9. Provide oversight and support for security and safety for the school.
10. Provide leadership for administrative initiatives, such as policy development, grants program, and legislative services.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Business Manager/Accountant Reports to: Superintendent

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

1. Manage and supervise all budgeting operations for the school in coordination with the Superintendent.
2. Work with appropriate staff regarding budgeting and accounting issues and give oversight for resource management.
3. Provide leadership in coordination with the Superintendent for balancing spending with revenues and needs of students.
4. Oversee all purchasing and disbursement functions.
5. Manage the salary and compensation program for the school.
6. Supervise the departments assigned such as transportation services, child nutrition program and others as appropriate.
7. Provide support for management of printing services for the school.
8. Coordinate and complete as necessary all financial reporting, including monthly financial reports and more, as needed.
9. Coordinate all risk management functions, including cash and debt management and insurance benefits programs.
10. Assist in the coordination of changes as may be needed to policies and procedures for efficient and effective operations.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: PEIMS Coordinator Reports to: Superintendent

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

1. Coordinate the collection, integration, and formatting of the data required for PEIMS submission according to data standards.
2. Responsible for the submission of fall, mid-year, summer and extended year programs reports to the State of Texas.
3. Run edits and reports to appropriate staff for analysis, verification and correction as needed.
4. Distribute edits and reports to appropriate staff for analysis, verification, and correction as needed.
5. Provide leadership for compliance with established standards for attendance accounting.
6. Responsible for data quality and accuracy in compliance with the performance based monitoring and other data programs.
7. Manage the reporting of discipline management data in coordination with the school.
8. Train staff and monitor compliance among staff in following all requirements of reporting of data to the state.
9. Provide support as needed in office operations and management at the school.
10. Prepare and respond to correspondence as needed in coordination with the Superintendent, office and school personnel.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Attachment F.1. Facility Information

Antioch Baptist Church
Emergency Evacuation Route

Antioch Baptist Church
Emergency Evacuation Route

Royal Ambassador Academy Charter School Facility

- 26,000 Sq. Ft.
- 2 stories
- 18 fully furnished classrooms
- 18 offices which can be converted into additional classrooms
- Computer lab- 30 work stations
- Large multipurpose room with projector, screen, speakers
- 2 Conference rooms
- Café
- 5 restroom areas (2 areas with 4 stalls each)
- Wifi
- 18 security cameras inside and outside which can be monitored from designated computers
- PA/bell system
- 6 Exits
- Handicapped accessible
- Approved as an E-designated facility

C E R T I F I C A T E O F O C C U P A N C Y

P E R M A N E N T

Issue Date	1/13/12
Parcel Number	011300-000-004500-00000-6
Property Address . . .	3920 CARDINAL W DR BEAUMONT (U/A) TX 99998
Subdivision Name . . .	
Legal Description . . .	M C CARTWRIGHT TRS 1-B & 2-B BLK 14 & TRS 4 & 3 BLK 15 & TR 2-B BLK 20 · 19.725 AC 3920 CARDINAL W DR
Property Zoning	
Owner	ANTIOCH MISSIONARY BAPTIST
Tenant name	ANTIOCH ACTIVITY CENTER
Contractor	ICON BUILDERS, LLC 409 724-0020
Application number . .	10-00000677 000 000
Description of Work . .	COMMERCIAL, NEW CONSTRUCTION
Construction type . . .	UNKNOWN
Occupancy type	EDUCATIONAL OCCUPANCY
Flood Zone	UNKNOWN
Fire District	UK

Approved . . . . . Building Official

VOID UNLESS SIGNED BY BUILDING OFFICIAL

Attachment F.2. Financial Documentation

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JEHOVAH JIREH VILLAGE

COMMUNITY DEVELOPMENT CENTER, INC.

FINANCIAL STATEMENTS

December 31, 2013

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JEHOVAH JIREH VILLAGE
COMMUNITY DEVELOPMENT CENTER, INC.

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LAWRENCE
BLACKBURN
MEEK
MAXEY & Co.
A Professional Corporation

Members American Institute of Certified Public Accountants

Independent Auditor's Report

To the Board of Directors
Jehovah Jireh Village
Community Development Center, Inc.

We have audited the accompanying statement of financial position of Jehovah Jireh Village Community Development Center, Inc. (a Texas non-profit organization), which comprise the statement of financial position as of December 31, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

2920 Eastex Freeway • Beaumont, TX 77703-4619 • (409) 898-7610 • FAX (409) 899-3426

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Jehovah Jireh Village Community Development Center, Inc. as of December 31, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Lawrence, Blackburn, Meek, Maxey, & Co., P.C.

Beaumont, Texas
March 18, 2014

JEHOVAH JIREH VILLAGE
COMMUNITY DEVELOPMENT CENTER, INC.
STATEMENT OF FINANCIAL POSITION
As of December 31, 2013

ASSETS

CURRENT ASSETS:	
Cash and cash equivalents	$ 110,013
Grants receivable	10,000
Land inventory	16,000
Work in process	335,525
Total current assets	471,538
FIXED ASSETS:	
Furniture and equipment	10,115
Less: accumulated depreciation	(6,337)
Net property and equipment	3,778
TOTAL ASSETS	$ 475,316

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts payable	$ 108,625
Accrued payroll taxes	48,869
Interest payable	7,500
Note payable - Youth Activity Center	5,000
Interim loans	279,500
Total current liabilities	449,494
NET ASSETS	
Unrestricted net assets	25,822
Total net assets	25,822
TOTAL LIABILITIES AND NET ASSETS	$ 475,316

The accompanying notes are an integral part of this financial statement

JEHOVAH JIREH VILLAGE
COMMUNITY DEVELOPMENT CENTER, INC.
STATEMENT OF ACTIVITIES
For the Year Ended December 31, 2013

SUPPORT:	
Donations:	
Contributions-corporate	$ 2,000
Contributions individuals/businesses	750
Total Donations	2,750
Total Support	2,750
REVENUE:	
Grants	14,813
Home sales	888,125
City of Beaumont developers fee	85,000
Program income	434
City of Beaumont - Melton	15,170
Other income	14,900
Total Revenues	1,018,442
Total Support and Revenues	1,021,192
EXPENSES:	
Program services:	
Program services - Homes	1,051,998
Program services - Other	2,881
Program services - Melton	13,670
Total program service expenses	1,068,549
Supporting services:	
Management and general	98,139
Total Expenses	1,166,688
Change in net Assets	(145,496)
Prior periods adjustment	(53,001)
Net assets at beginning of year	224,319
Net assets at end of year	$ 25,822

The accompanying notes are an integral part of this financial statement

JEHOVAH JIREH VILLAGE
COMMUNITY DEVELOPMENT CENTER, INC.
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended December 31, 2013

	Program Services	Management and Administrative	Total
Personnel expenses:			
Salaries and wages	$ 38,310	$ 61,492	$ 99,802
Payroll taxes and benefits	3,178	4,989	8,167
Total personnel expenses	41,488	66,481	107,969
Program services - Homes	987,976	-	987,976
Program services - Melton	13,670	-	13,670
Program services - Other	2,401	-	2,401
Accounting & legal	-	2,471	2,471
Advertising	12,925	-	12,925
Contract labor	7,400	-	7,400
Financial literacy program	480	-	480
Insurance	-	6,695	6,695
Interest	-	35	35
Miscellaneous	-	594	594
Occupancy	-	14,739	14,739
Office supplies	-	3,497	3,497
Postage and shipping	-	46	46
Repairs and maintenance	-	456	456
Telephone	2,209	2,210	4,419
Travel and transportation	-	693	693
Total before depreciation	1,068,549	97,917	1,058,497
Depreciation and amortization	-	222	222
Total functional expenses	$ 1,068,549	$ 98,139	$ 1,166,688

The accompanying notes are an integral part of this financial statement

JEHOVAH JIREH VILLAGE
COMMUNITY DEVELOPMENT CENTER, INC.
STATEMENT OF CASH FLOWS
For the Year Ended December 31, 2013

CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	$	(145,496)
Adjustments to reconcile change in net assets to net cash provided by operation activities:		
Depreciation and amortization		222
Prior period adjustment		(53,001)
(Increase)/decrease in mortgage notes receivable		-
(Increase)/decrease in grants receivables		(10,000)
(Increase)/decrease in inventories		208,000
(Increase)/decrease in homes under construction		(145,661)
(Increase)/decrease in accounts payable		108,625
(Increase)/decrease in other accruals		16,010
NET CASH PROVIDED (USED) - OPERATING ACTIVITIES		(21,301)
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of fixed assets		(4,000)
NET CASH USED IN INVESTING ACTIVITIES		(4,000)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds on short term borrowings		829,500
Payments on short term borrowings		(735,000)
NET CASH PROVIDED BY FINANCING ACTIVITIES		94,500
NET INCREASE (DECREASE) IN CASH		69,199
CASH AT BEGINNING OF THE YEAR		40,814
CASH AT END OF THE YEAR	$	110,013

The accompanying notes are an integral part of this financial statement

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Jehovah Jireh Village Community Development Center, Inc. (the Organization) was organized as a Texas Non-Profit Corporation in 2007. The Organization is dedicated to partnering with communities and individuals to promote affordable home ownership, economic prosperity and personal empowerment to deserving individuals.

The Organization is governed by an independent, volunteer Board of Directors who oversee the Organization's operations. Revenues to support the Organization are primarily received from donations of cash and volunteer services.

The accompanying financial statements of the Organization have been prepared in accordance with standards for not-for-profit organizations adopted by the American Institute of Certified Public Accountants (AICPA). The financial statements are prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. The significant accounting policies followed are described below.

Basis of Presentation

Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Organization and changes therein are classified and reported as follows

Unrestricted net assets - Net assets that are not subjected to donor-imposed stipulations.

Temporarily restricted net assets - Net assets subject to donor-imposed stipulations that may or will be met either by actions of the Organization and/or the passage of time.

Permanently restricted net assets - Net assets subject to donor-imposed stipulations that they be maintained permanently by the Organization. The Organization has no permanently restricted net assets at December 31, 2013.

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted or permanently restricted support that increase those net asset classes. However, if a restriction is fulfilled in the same period in which the contribution is received, the Organization reports the support as unrestricted.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:(Continued)

Revenue Recognition

Contributions are recognized as revenue when received.

In-kind contributions (land for development) are recorded based on their estimated value on the date of receipt. In accordance with The American Institute of Certified Public Accountants guidelines, no amounts have been reflected in the financial's statements for donated labor by unskilled volunteers as no objective basis is available to measure the value of such services.

Grant Revenue

Grant funds are earned and reported as revenue when the Organization has incurred expenses in compliance with the specific restrictions of the grant agreements. Grant funds that are restricted for use in home construction are reflected as unrestricted revenue since these funds are generally received and spent during the same year.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and their reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For purposes of the financial statements, the Organization considers all cash in checking and money market accounts to be cash equivalents.

Inventory - Land and Lots

The Organization acquires land for future housing projects. Purchased land is capitalized at cost and donated land is capitalized at the fair value at the date of donation. Once construction on the land has begun, the recorded cost of the land is reported in the Homes under Construction balance on the statement of financial position.

Homes Under Construction

Homes under construction includes the direct costs of construction, land, and the value of materials and professional services used in the construction of homes.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:(Continued)

Fixed Assets

Property, equipment, and vehicles are recorded at cost at the date of purchase for purchased assets or fair value at the date of donation for donated assets. Equipment is capitalized if it has a cost of $1,000 or more and a useful life when acquired of more than three years. Depreciation is computed using the straight-line method over the estimated useful lives of the assets which range from three to 39 years.

Income Taxes

The Organization is a qualified charitable organization under Section 501(c)(3) of the Internal Revenue Code and under State of Texas tax regulations and, therefore, is not subject to federal or state income taxes in connection with its exempt activities. In addition the Organization qualifies for the charitable contribution deduction under Section 170 of the tax code and has been classified as an organization that is not a private foundation.

The Organization adopted the provisions of FASB ASC 740-10 which relates to accounting for uncertainty in income taxes. Application of the new standard did not have any material effect on the Organization's financial statements. The Organization continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law, and new authoritative ruling in determining any uncertain tax position. The Organization has concluded that as of June 30, 2013, no uncertain positions are taken or are expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements.

The Organization files a Return of Organization Exempt from Income Tax annually. The Organization's returns for 2010, 2011, and 2012, are subject to routine examination by the Internal Revenue Service for three years after they were filed. There are currently no audits, for any tax periods, in progress.

Fair Value Measurements

The Organization categorizes its assets and liabilities measured at fair value into a three-level hierarchy based on the priority of the inputs to the valuation technique used to determine fair value. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level III). If the inputs used in the determination of the fair value measurement fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement. Assets and liabilities valued at fair value are categorized based on the inputs to the valuation techniques as follows:

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:(Continued)

Fair Value Measurements (Continued)

Level I - Inputs that utilize quoted prices (unadjusted) in active markets for identical assets or liabilities that the Organization has the ability to access. Fair values for these instruments are estimated using pricing models or quoted prices of securities with similar characteristics.

Level II - Inputs that include quoted prices for similar assets and liabilities on active markets and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instruments.

Level III - Inputs that unobservable inputs for the asset or liability, which are typically based on an entity's own assumptions, as there is little, if any, related market activity. Fair values for these instruments are estimated using appraised value.

Subsequent to initial recognition, the Organization may re-measure the carrying value of assets and liabilities that measured on a nonrecurring basis to fair value. Adjustments to fair value usually results from certain assets are impaired. Such assets are written down from their carrying amounts to their fair value.

The Organization began applying the above measurement principles for non-financial assets and non-financial liabilities in the fiscal year beginning July 2009.

Professional standards allow entities the irrevocable option to elect to measure certain financial instruments and other items at fair value for the initial and subsequent measurement on an instrument-by-instrument basis. The Organization as not elected to measure any existing financial instruments at fair value. However, it may elect to measure newly acquired financial instruments at fair value in the future.

Fair values are measured using independent pricing models or other model-based valuation techniques such as appraised values, adjusted for the security's credit rating, prepayment assumptions, and other factors such as credit loss assumptions. The Organization does not have any assets or liabilities that are valued using Level 1 inputs.

Advertising Costs

The organization expenses advertising costs as they are incurred. Advertising expense for the year ended December 31, 2013, was $12,925.

Subsequent Events

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through March 18, 2014, the date the financial statements were available to be issued.

NOTE 2 -- HOMES UNDER CONSTRUCTION

A summary of activity in homes under construction and land/lot inventory for the year ended December 31, 2013, is as follows:

	Homes Under Construction	Land Held - Future Use
Balance - December 31, 2012	$ 189,864	$ 224,000
Adjustments for prior years	-	(64,000)
Additional costs incurred in current year	1,261,523	-
Completed homes and lots transferred out	(1,115,862)	(144,000)
Balance - December 31, 2013	$ 335,525	$ 16,000

NOTE 3 -- SCHEDULE OF FIXED ASSETS

As of December 31, 2013, the cost of furniture, equipment, and vehicles was as follows:

Furniture and fixtures	$ 6,115
Computer software	4,000
	10,115
Less accumulated depreciation	(6,337)
Total net cost of fixed assets	$ 3,778

Amortization expense for year end December 31, 2013, was $222.

NOTE 4 - SHORT-TERM NOTES PAYABLE

Short-term note payable to the youth activity center where the Organization has its office space. This loan was for short term operations.	$ 5,000
The Organization also borrows short-term funds on an interim financing arrangement with individuals to fund the construction of homes that will be sold to qualifying individuals. These interim loans are secured with a promissory note between the individual and the Organization. Interest and fees are due and payable to the individual upon closing.	90,000
Short-term note payable with local financial institution is for the construction of a home currently in process. The prospective homeowner is paying the interim interest on the loan. The Organization receives the funds directly from the financial institution to fund the construction of the home. The amount financed is payable to the local financial institution upon closing of the home.	189,500
Total	$ 284,500

NOTE 5 - FAIR VALUE MEASUREMENTS

The Organization uses fair value measurements to record fair value adjustments to certain assets and to determine fair value disclosures. For additional information on how the Organization measures fair value refer to Note 1 - Significant Accounting Principles. The Organization has assets that are valued using the level 2 and level 3 inputs, there are no level 1 inputs as of December 31, 2013.

The following table presents the fair value hierarchy for assets of the Organization measured at fair value on a non-recurring basis as of December 31, 2013:

		Fair Value Measurements Using		
Assets Measured at Fair	Fair Value at December 31, 2013	Quoted Prices in Active Markets for Incidental Assets (Level I)	Significant Other Observable Inputs (Level II)	Significant Unobservabl Inputs (Level III)
Inventory - land and lots	$ 16,000	-	-	$ 16,000
	$ 16,000	$ -	$ -	$ 16,000

NOTE 5 - FAIR VALUE MEASUREMENTS (CONTINUED)

The table below present additional information as of December 31, 2013, about assets and liabilities measured at fair value on a recurring basis by reliance on Level III inputs.

Beginning balance January 1, 2013	$ 224,000
Settlements of land sold and transferred out	(208,000)
Ending balance on December 31, 2013	$ 16,000

NOTE 6 - TRANSACTIONS WITH RELATED PARTIES

The Organization received interim funding to construct homes for qualifying individuals from a member of the board in the amount of $270,000. The board member was paid in January and June of 2013 in full plus interest for the funding provided to the organization.

NOTE 7 - SUPPLEMENTAL CASH FLOW INFORMATION

The Organization paid $52,035 for interest during the year ended December 31, 2013, which was related to the short-term notes payable discussed in Note 4 and interest on payroll tax liabilities deposits (see Note 9).

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSES

The cost of providing the various programs and other activities have been summarized on a functional basis in the Statement of Activities and the Statement of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

NOTE 9 - PAYROLL TAX LIABILITY

The Organization has incurred payroll tax liabilities for the past several years and has not remitted them to the Internal Revenue Service. The Organization has a balance due of $48,869 as of December 31, 2013. The Organization has been in contact with the Internal Revenue Service to begin a payment plan for these taxes.

NOTE 10 - PRIOR PERIOD ADJUSTMENT

During 2013, certain errors in prior periods were discovered. Accordingly, an adjustment of $53,001 was recorded to restate unrestricted net assets.

COPYRIGHT MATERIAL

2 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.state.tx.us to schedule an appointment.

Internal Revenue Service - Form 990

21 pages have been withheld

PLEASE NOTE: Internal Revenue Service (IRS) Form 990 documents have been removed from the responsive material. These documents have been withheld under Sections 6103 and 6104 of U.S. Code Title 26. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

Attachment F.3. Financial Plan

Royal Ambassador Academy School

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Dr. Johnny E. Brown
Contact Email:	johnnedwardbrown@aol.com
Contact Phone:	(409) 332-8405
Year One Fiscal Year End:	2015
School Days:	185

New Application Budget and Cash Flow Template Instructions

3/24/2014 16:25

General Instructions and Notes for New Application Budgets and Cash Flows

- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- Complete ALL EIGHT tabs in GREEN. BLUE tabs are informational only and do not require data entry.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged. All 'Descriptions of Assumptions' should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Data Entry Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.

Enrollment Tab

- Enrollment Section; Enter the anticipated enrollment for the proposed school by grade by year. The anticipated enrollment for all five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.

- WARNING; Enter conservative & realistic enrollment amounts. The state funding for your charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers, or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance than your projections may be invalid. Additionally your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.
- Student Population Section; Enter in gray cells only the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

SOF Tab

- Summary of Finances tab displays the estimate for the Total Available School Fund and the Total Foundation School Fund

- No data entry exist on this tab.

ASTAR Tab

- ASTAR tab displays the estimate for WADA at the compressed tax rate.
- No data entry exist on this tab.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
  *****PLEASE NOTE** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.***
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N8 - R8; Enter in the anticipated percentage of salary increases for that given year. The table below row 8 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Columns H-K; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
  ***** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.***

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Payment Formula with Example Tab

- Use numbers here to enter in cash flows for state funding in Cash Flow 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.

Cash Flow Tab

- Columns D - I; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.
- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during YEAR 1 in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

Royal Ambassador Academy School

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Dr. Johnny E. Brown
Contact Email:	johnnedwardbrown@aol.com
Contact Phone:	(409) 332-8405
Year One Fiscal Year End:	2015
School Days:	185

	A	B	C	D	E
1		Royal Ambassador Academy School			
3		Estimate of State Aid Entitlement Input	3/24/2014 16:25		
4			Total - Per Grades - First Year		
5		Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	32.00		
6		Kindergarten	32.00		
7		1st Grade	40.00		
8		2nd Grade	40.00		
9		3rd Grade	40.00		
10		4th Grade	40.00		
11		5th Grade	-		
12		6th Grade	-		
13		7th Grade	-		
14		8th Grade	-		
15		9th Grade	-		
16		10th Grade	-		
17		11th Grade	-		
18		12th Grade	-		
19			Total - All Grades		
20		Total Number of Students Enrolled	224.0		
21		Total Number of High School Students Enrolled	-		
22		Percentage Rate of Attendance	80%		
24		Special Education Data:		Extended Year Service	
25		Number Enrolled in Homebound	-	-	
26		Number Enrolled in Hospital Class	-	-	
27		Number Enrolled in Speech Therapy	10.00	-	
28		Number Enrolled in Resource Room	10.00	-	
29		Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	
30		Number Enrolled in Full-Time Early Childhood	-	-	
31		Number Enrolled in Off-Home Campus	-	-	
32		Number Enrolled in VAC	-	-	
33		Number Enrolled from State Schools	-	-	
34		Number Enrolled in Residential Care & Treatment	-	-	
35		Number Enrolled in Mainstream	-		
36		Career and Technology (C&T) Data:		Advanced C&T FTE	
37		Number Enrolled in One-hour Class	-	-	
38		Number Enrolled in Two-hour Class	-	-	
39		Number Enrolled in Three-hour Class	-	-	
40		Number Enrolled in Four-hour Class	-	-	
41		Number Enrolled in Five-hour Class	-	-	
42		Number Enrolled in Six-hour Class	-	-	
43		Gifted and Talented Enrolled	17.00		
44		Number of Pregnancy Related Students Enrolled	-		
45		Number Enrolled in Bilingual/ESL	15.00		
46		Special Education Error Check			
47		Career and Technology Error Check			
48		Available School Fund ADA	-		
49		Compensatory Education Enrollment	190.00		
50		Regular Program Transportation Allotment	-		
51		Special Education Program Transportation Allotment	500.00		
52		Career and Technology Program Transportation Allotment	-		
53		Transportation Total	$ 500		
54					

Royal Ambassador Academy School
ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	2015	Data for following fiscal years must be based on reasonable estimates and projections. 2016	2017	2018	2019
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	32.00	32.00	32.00	32.00	32.00
Kindergarten	32.00	64.00	64.00	64.00	64.00
1st Grade	40.00	40.00	64.00	64.00	64.00
2nd Grade	40.00	40.00	40.00	64.00	64.00
3rd Grade	40.00	40.00	40.00	40.00	64.00
4th Grade	40.00	40.00	40.00	40.00	44.00
5th Grade	-	40.00	40.00	40.00	44.00
6th Grade	-	-	40.00	40.00	48.00
7th Grade	-	-	-	40.00	48.00
8th Grade	-	-	-	-	40.00
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of High School Students Enrolled	-	-	-	-	-
Total Number of All Students Enrolled (Average Membership)	224.00	296.00	360.00	424.00	512.00
Average Daily Attendance (ADA)	179.20	236.80	288.00	339.20	409.60
Average Daily Attendance %	80%	80%	80%	80%	80%
	Percent change YOY	32%	22%	18%	21%

STUDENT POPULATION

Special Education Data:	2015	EYS 2015	Data for following fiscal years must be based on reasonable estimates and projections. 2016	EYS 2016	2017	EYS 2017	2018	EYS 2018	2019	EYS 2019
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	10.00	-	14.00	-	15.00	-	17.00	-	19.00	-
Number Enrolled in Resource Room	10.00	-	12.00	-	17.00	-	20.00	-	23.00	-
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	-	-	-	-	-	-	-	-	-	-
Special Education Student Count (SPED)	20.00	-	26.00	-	32.00	-	37.00	-	42.00	-
Special Education Student Count %	8.93%		8.78%		8.89%		8.73%		8.20%	
	Percent change YOY		30%	0%	23%	0%	16%	0%	14%	0%
Career and Technology (C&T) Data:	2015	Advanced C&T FTE 2015	2016	Advanced C&T FTE 2016	2017	Advanced C&T FTE 2017	2018	Advanced C&T FTE 2018	2019	Advanced C&T FTE 2019
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%

	2015	Data for following fiscal years must be based on reasonable estimates and projections. 2016	2017	2018	2019
Number Gifted and Talented Students Enrolled	17.00	22.00	27.00	32.00	37.00
% of Gifted and Talented Students Enrolled	7.59%	7.43%	7.50%	7.55%	7.23%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	15.00	20.00	24.00	28.00	33.00
% of Students Enrolled in Bilingual/ESL	6.70%	6.76%	6.67%	6.60%	6.45%
Special Education Error Check					
Career and Technology Error Check					
Available School Fund ADA	-				
Comensatory Education Enrollment	190.00	250.00	300.00	385.00	465.00

Transportation

	2015	2016	2017	2018	2019
Regular Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Special Education Program Transportation Allotment	$ 500.00	$ 500.00	$ 500.00	$ 650.00	$ 650.00
Career and Technology Program Transportation Allotment	$ -	$ -	$ -	$ -	$ -
Transportation Total	$ 500.00	$ 500.00	$ 500.00	$ 650.00	$ 650.00
	Percent change YOY	0%	0%	30%	0%

Royal Ambassador Academy School Estimate of State Aid Entitlement Output Template Date 06/21/2013-Preliminary	TOTAL	Extended Year Service
Refined ADA	179.200	
HS ADA	0.000	
ASF ADA	0.000	
SPECIAL EDUCATION FTE		
Number Enrolled in Homebound	0.000	0.000
Hospital Class	0.000	0.000
Speech Therapy	0.333	0.000
Resource Room	3.812	0.000
Self-Contained Mild/Mod/Sev	0.000	0.000
Full-Time Early Childhood	0.000	0.000
Off-Home Campus	0.000	0.000
VAC	0.000	0.000
State Schools	0.000	0.000
Residential Care & Treatment	0.000	0.000
TOTAL SPECIAL EDUCATION FTE	4.145	0.000
TOTAL SPECIAL EDUCATION WEIGHTED FTE	13.103	0.000
Career & Technology FTEs	0.000	
Advanced Career & Technology FTES	0.000	
Regular Program ADA	175.055	
Mainstream ADA	0.000	
Gifted & Talented Enrollment	8.960	
Compensatory Ed Enrollment	190.000	
Pregnancy-related FTEs	0.000	
Bilingual ADA	12.000	
Adjusted GYA	0.9731	
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)	284.617	
FUNDING DATA		
State Average Basic Allotment	$ 4,805	
State Average Adjusted Basic Allotment	$ 5,078	
State Average Adjusted Allotment	$ 6,152	
State Average DTR- Level II	0.05355	
State Average DTR- Level III	0.04686	
Available School Fund Rate	$ -	
FUNDING BREAKDOWN BY PROGRAM		
Regular Program Block Grant	$ 1,076,936	
Special Education Block Grant (Spend 52% of Amount as proposed)	$ 80,608	
Mainstream Special Education (Spend 52% of Amount as proposed)	$ -	
Residential Care & Treatment (Spend 52% of Amount as proposed)	$ -	
State Schools (Spend 52% of Amount as proposed)	$ -	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as propo	$ -	
TOTAL SPECIAL EDUCATION	$ 80,608	
Career & Technology Grant (Spend 58% of Amount as proposed)	$ -	
Gifted & Talented Op Grant (Spend 65% of Amount as proposed)	$ 6,615	
Regular Compensatory Ed (Spend 82% of Amount as proposed)	$ 233,776	
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	$ -	
Military Allotment	$ -	
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	$ 7,382	
TRANSPORTATION		
Regular Program	$ -	
Special Education	$ 500	
Career and Technology	$ -	
TOTAL TRANSPORTATION	$ 500	
High School Allotment	$ -	
State Share of Tier I	$ 1,405,817	
Tier II Level 1	$ 91,394	
Tier II Level 2	$ 42,611	
TOTAL TIER II	$ 134,005	
TOTAL FOUNDATION	$ 1,539,821	
OTHER PROGRAMS		
Staff Salary Allotment	$ -	
Additional State Aid for Tax Reduction (ASATR)	$ -	
TOTAL OTHER PROGRAMS	$	
TOTAL	$ 1,539,821	
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)	$ -	
TOTAL FOUNDATION SCHOOL FUND (FSF)	$ 1,539,821	

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Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

1	2009-2010 HB1 Revenue Per WADA *0.9263	$	4,604.638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	$	4,604.637
3	2013-2014 WADA		284.617
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	$	1,310,558
5	2013-2014 HB3646 Minimum Increase (Line 3 x $120*0.9263)	$	31,637
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	$	1,342,195
7	Transportation Adjustment	$	500
8	2013-2014 New Instructional Facility Allotment	$	-
9	2008-2009 Educator Salary Increase ($23.63 x 2008-2009 WADA*0.9263)	$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	$	1,342,695
11	2013-2014 Tier I State Aid	$	1,405,817
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	$	1,405,817
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	$	4,939

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Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Year Count FYE Starting Salary	Number of FTE Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	NOTES	Salary Totals Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
									Yearly Raise % 0.00%	0.00%	0.00%	0.00%	0.00%
ntendent	Executive Management	$ 124,500	1.0	1.0	1.0	1.0	1.0		$ 124,500	$ 124,500	$ 124,500	$ 124,500	$ 124,500
al	Instructional Management	$ 72,500	1.0	1.0	1.0	1.0	1.0		$ 72,500	$ 72,500	$ 72,500	$ 72,500	$ 72,500
tional Coach	Deans; Directors & Coordinators	$ 59,500	1.0	1.0	1.0	1.0	1.0		$ 59,500	$ 59,500	$ 59,500	$ 59,500	$ 59,500
er - Planning & Project Coordinator	Operation / Business Manager	$ 43,500	1.0	1.0	1.0	1.0	1.0		$ 43,500	$ 43,500	$ 43,500	$ 43,500	$ 43,500
s Manager/Accountant	CFO / Director of Finance	$ 43,500	1.0	1.0	1.0	1.0	1.0		$ 43,500	$ 43,500	$ 43,500	$ 43,500	$ 43,500
Coordinator	Administrative Staff	$ 33,000	1.0	1.0	1.0	1.0	1.0		$ 33,000	$ 33,000	$ 33,000	$ 33,000	$ 33,000
lor	Therapists & Counselors	$ 52,500	1.0	1.0	1.0	1.0	1.0		$ 52,500	$ 52,500	$ 52,500	$ 52,500	$ 52,500
	Nurse	$ 32,000	1.0	1.0	1.0	1.0	1.0		$ 32,000	$ 32,000	$ 32,000	$ 32,000	$ 32,000
ry	Administrative Staff	$ 22,300	2.0	2.0	2.0	2.0	2.0		$ 44,600	$ 44,600	$ 44,600	$ 44,600	$ 44,600
acher	Specialty Teachers	$ 51,000	1.0	1.0	1.0	1.0	1.0		$ 51,000	$ 51,000	$ 51,000	$ 51,000	$ 51,000
r	Teachers - Regular	$ 46,500	12.0	15.0	19.0	21.0	26.0		$ 558,000	$ 697,500	$ 883,500	$ 976,500	$ 1,209,000
r	Teachers - SPED	$ 47,000	1.0	1.0	1.0	1.0	1.0	Students served through inclusion model	$ 47,000	$ 47,000	$ 47,000	$ 47,000	$ 47,000
r	Specialty Teachers	$ 46,500	2.0	2.0	2.0	3.0	4.0	Fine Arts; Physical Education	$ 93,000	$ 93,000	$ 93,000	$ 139,500	$ 186,000
r	Specialty Teachers	$ 46,500	1.0	1.0	1.0	1.0	1.0	Bilingual/ESL	$ 46,500	$ 46,500	$ 46,500	$ 46,500	$ 46,500
r Aide/Assistant	Teaching Assistants	$ 17,500	3.0	3.0	3.0	3.0	3.0		$ 52,500	$ 52,500	$ 52,500	$ 52,500	$ 52,500
ervice Manager	Other - Non-Instructional	$ 18,000	1.0	1.0	1.0	1.0	1.0		$ 18,000	$ 18,000	$ 18,000	$ 18,000	$ 18,000
ervice Worker	Other - Non-Instructional	$ 12,500	2.0	2.0	2.0	2.0	2.0		$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
ian/Maintenance	Custodian	$ 21,124	2.0	2.0	2.0	2.0	2.0		$ 42,248	$ 42,248	$ 42,248	$ 42,248	$ 42,248
		$ -							$ -	$ -	$ -	$ -	$ -
		$ -							$ -	$ -	$ -	$ -	$ -
		$ -							$ -	$ -	$ -	$ -	$ -

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REVENUE AND EXPENSE ASSUMPTIONS

		2015	2016	2017	2018	2019	NOTES
		Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab					
REVENUE							
TOTAL STATE REVENUES	1,539,821.45	0.00%	32.00%	22.00%	18.00%	21.00%	Based on student enrollment increases
TOTAL FEDERAL REVENUES	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES	550,000	0.00%	-55.00%	-100.00%	0.00%	0.00%	Provided by Sponsoring Entity and/or Donations
TOTAL REVENUE	2,089,821.45						

EXPENSES

PAYROLL TAXES AND BENEFITS		For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
Social Security		0.00%	0.00%	0.00%	0.00%	0.00%	
Medicare		1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment		0.00%	0.00%	0.00%	0.00%	0.00%	
Worker's Compensation Insurance		1.00%	1.00%	1.00%	1.00%	1.00%	
Custom Other Tax #1		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2		0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance		4.50%	4.50%	4.50%	4.50%	4.50%	$150/month/employee
Dental Insurance		0.00%	0.00%	0.00%	0.00%	0.00%	
Vision Insurance		0.00%	0.00%	0.00%	0.00%	0.00%	
Life Insurance		0.00%	0.00%	0.00%	0.00%	0.00%	
Retirement Contribution		6.20%	6.20%	6.20%	6.20%	6.20%	
Custom Fringe #1		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS							
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES							

CONTRACTED SERVICES		Enter the % increase below for which the amount entered in column F should increase each year.				
Accounting / Audit	12,000	0.00%	0.00%	0.00%	0.00%	0.00%
Legal	10,000	0.00%	0.00%	0.00%	0.00%	0.00%
Management Company Fee	-	0.00%	0.00%	0.00%	0.00%	0.00%
Nurse Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Food Service / School Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%
Payroll Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Special Ed Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Titlement Services (i.e. Title I)	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Contracted Services #1	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Contracted Services #2	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Contracted Services #3	-	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL CONTRACTED SERVICES						

SCHOOL OPERATIONS							
Board Expenses	5,500	0.00%	0.00%	1.00%	0.00%	1.00%	
Classroom / Teaching Supplies & Materials	17,500	0.00%	0.00%	2.00%	0.00%	2.00%	
Special Ed Supplies & Materials	7,500	0.00%	0.00%	1.00%	0.00%	1.00%	
Textbooks / Workbooks	2,500	0.00%	0.00%	1.00%	0.00%	1.00%	
Supplies & Materials other	12,000	0.00%	5.00%	5.00%	5.00%	10.00%	"Practical Life" Montessori Expenses & Other Supplies
Equipment / Furniture	15,000	0.00%	1.00%	1.00%	1.00%	1.00%	
Telephone	6,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Technology	24,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Testing & Assessment	500	0.00%	0.00%	0.00%	0.00%	0.00%	
Field Trips	10,000	0.00%	7.50%	7.50%	7.50%	10.00%	
Transportation (student)	500	0.00%	0.00%	1.00%	0.00%	1.00%	
Student Services - other	5,000	0.00%	0.00%	2.00%	2.00%	10.00%	
Office Expense	2,500	0.00%	0.00%	0.00%	0.00%	0.00%	
Staff Development	12,500	0.00%	0.00%	0.00%	5.00%	5.00%	
Staff Recruitment	1,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Recruitment / Marketing	1,500	0.00%	0.00%	0.00%	2.00%	2.00%	
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Travel (Staff)	2,500	0.00%	0.00%	0.00%	5.00%	10.00%	
Fundraising	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS							
FACILITY OPERATION & MAINTENANCE							
Insurance	85,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Janitorial Services	9,000	0.00%	2.00%	2.00%	2.00%	2.00%	Janitorial Supplies @ $750 per month
Building and Land Rent / Lease	144,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Repairs & Maintenance	3,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Security Services	1,000	0.00%	0.00%	0.00%	0.00%	0.00%	
Utilities	66,000	0.00%	2.00%	2.00%	2.00%	2.00%	12 months @ $5,500 per month
Custom Facilities Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE							
RESERVES / CONTIGENCY	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL EXPENSES							
NET OPERATING INCOME (before Depreciation)							
DEPRECIATION & AMORTIZATION	-	0.00%	0.00%	0.00%	0.00%	0.00%	
NET OPERATING INCOME (including Depreciation)							

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Royal Ambassador Academy School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Description of Assumptions and Variances

SUMMARY					
Total Revenue	2,089,821	2,280,064	2,479,728	2,926,080	3,540,556
Total Expenses	2,084,057	2,244,901	2,459,088	2,621,056	2,943,110
Net Operating Income (before Depreciation)	5,765	35,164	20,641	305,024	597,446
Revenue Per Pupil	9,330	7,701	6,888	6,901	6,915
Expenses Per Pupil	9,304	7,584	6,831	6,182	5,748
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2015	2016	2017	2018	2019

REVENUE					
TOTAL STATE REVENUES	$ 1,539,821	$ 2,032,564	$ 2,479,728	$ 2,926,080	$ 3,540,556
TOTAL FEDERAL REVENUES	$ -	$ -	$ -	$ -	$ -
TOTAL LOCAL & OTHER REVENUES	$ 550,000	$ 247,500	$ -	$ -	$ -
TOTAL REVENUE	$ 2,089,821	$ 2,280,064	$ 2,479,728	$ 2,926,080	$ 3,540,556

EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	124,500	124,500	124,500	124,500	124,500
Instructional Management	72,500	72,500	72,500	72,500	72,500
Deans, Directors & Coordinators	59,500	59,500	59,500	59,500	59,500
CFO / Director of Finance	43,500	43,500	43,500	43,500	43,500
Operation / Business Manager	43,500	43,500	43,500	43,500	43,500
Administrative Staff	77,600	77,600	77,600	77,600	77,600
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 421,100	$ 421,100	$ 421,100	$ 421,100	$ 421,100
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	558,000	697,500	883,500	976,500	1,209,000
Teachers - SPED	47,000	47,000	47,000	47,000	47,000
Substitute Teachers	-	-	-	-	-
Teaching Assistants	52,500	52,500	52,500	52,500	52,500
Specialty Teachers	190,500	190,500	190,500	237,000	283,500
Aides	-	-	-	-	-
Therapists & Counselors	52,500	52,500	52,500	52,500	52,500
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 900,500	$ 1,040,000	$ 1,226,000	$ 1,365,500	$ 1,644,500
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	32,000	32,000	32,000	32,000	32,000
Librarian	-	-	-	-	-
Custodian	42,248	42,248	42,248	42,248	42,248
Security	-	-	-	-	-
Other - Non-Instructional	43,000	43,000	43,000	43,000	43,000
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ 117,248	$ 117,248	$ 117,248	$ 117,248	$ 117,248
TOTAL PERSONNEL EXPENSES	$ 1,439,848	$ 1,578,348	$ 1,764,348	$ 1,903,848	$ 2,182,848
PAYROLL TAXES AND BENEFITS					
Social Security	-	-	-	-	-
Medicare	20,863	22,886	25,583	27,606	31,631
State Unemployment	-	-	-	-	-
Worker's Compensation Insurance	14,388	15,783	17,643	19,038	21,828
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	64,748	71,026	79,396	85,673	98,228
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	89,209	97,858	109,390	118,039	135,337
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	$ 189,209	$ 207,553	$ 232,012	$ 250,356	$ 287,045
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 1,628,057	$ 1,785,901	$ 1,996,360	$ 2,154,204	$ 2,469,893

CONTRACTED SERVICES					
Accounting / Audit	12,000	12,000	12,000	12,000	12,000
Legal	10,000	10,000	10,000	10,000	10,000
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	-	-	-	-
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Custom Contracted Services #1	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-
TOTAL CONTRACTED SERVICES	$ 22,000	$ 22,000	$ 22,000	$ 22,000	$ 22,000

SCHOOL OPERATIONS					
Board Expenses	5,500	5,500	5,555	5,555	5,611
Classroom / Teaching Supplies & Materials	17,500	17,500	17,850	17,850	18,207
Special Ed Supplies & Materials	7,500	7,500	7,575	7,575	7,651
Textbooks / Workbooks	2,500	2,500	2,525	2,525	2,550
Supplies & Materials other	12,000	12,600	13,230	13,892	15,281
Equipment / Furniture	15,000	15,150	15,302	15,455	15,609
Telephone	6,000	6,000	6,000	6,000	6,000
Technology	24,000	24,000	24,000	24,000	24,000
Student Testing & Assessment	500	500	500	500	500
Field Trips	10,000	10,750	11,556	12,423	13,665
Transportation (student)	500	500	505	505	510
Student Services - other	5,000	5,000	5,100	5,202	5,722
Office Expense	2,500	2,500	2,500	2,500	2,500
Staff Development	12,500	12,500	12,500	13,125	13,781
Staff Recruitment	1,000	1,000	1,000	1,000	1,000
Student Recruitment / Marketing	1,500	1,500	1,500	1,530	1,561
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	2,500	2,500	2,500	2,625	2,888
Fundraising	-	-	-	-	-
Custom Operations #1	-	-	-	-	-
Custom Operations #2	-	-	-	-	-
Custom Operations #3	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	$ 126,000	$ 127,500	$ 129,698	$ 132,261	$ 137,035

FACILITY OPERATION & MAINTENANCE					
Insurance	85,000	85,000	85,000	85,000	85,000
Janitorial Services	9,000	9,180	9,364	9,551	9,742
Building and Land Rent / Lease	144,000	144,000	144,000	144,000	144,000
Repairs & Maintenance	3,000	3,000	3,000	3,000	3,000
Security Services	1,000	1,000	1,000	1,000	1,000
Utilities	66,000	67,320	68,666	70,040	71,441
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 308,000	$ 309,500	$ 311,030	$ 312,591	$ 314,182
RESERVES / CONTIGENCY	-	-	-	-	-
TOTAL EXPENSES	$ 2,084,057	$ 2,244,901	$ 2,459,088	$ 2,621,056	$ 2,943,110
NET OPERATING INCOME (before Depreciation)	$ 5,765	$ 35,164	$ 20,641	$ 305,024	$ 597,446
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	$ 5,765	$ 35,164	$ 20,641	$ 305,024	$ 597,446

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Royal Ambassador Academy School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions and Variances
Total Revenue	514,000	
Total Expenses	513,596	
Net Operating Income (before Depreciation)	404	

	Start-Up Period	
REVENUE		
TOTAL STATE REVENUES		
TOTAL FEDERAL REVENUES		
TOTAL LOCAL & OTHER REVENUES	$ 514,000	Provided by sponsoring agency and/or donations
TOTAL REVENUE	$ 514,000	

EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	124,500	Superintendent
Instructional Management	60,420	Principal
Deans, Directors & Coordinators	34,706	Instructional Coach
CFO / Director of Finance	36,250	Business Manager/Accountant
Operation / Business Manager	36,250	Manager - Project & Planning Coordinator
Administrative Staff	22,300	Secretary
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 314,426	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	29,750	Lead Teacher
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 29,750	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	
TOTAL PERSONNEL EXPENSES	$ 344,176	
PAYROLL TAXES AND BENEFITS		
Social Security	-	
Medicare	4,990	
State Unemployment	-	
Worker's Compensation Insurance	3,442	
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	15,488	
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	-	
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	$ 23,920	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 368,096	
CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Custom Contracted Services #1	-	
Custom Contracted Services #2	-	
Custom Contracted Services #3	-	
TOTAL CONTRACTED SERVICES	$ -	

SCHOOL OPERATIONS		
Board Expenses	500	$100 per Board member
Classroom / Teaching Supplies & Materials	90,000	Montessori Classroom Materials & Apparatus: 12 Classrooms @ $7,500 each
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	6,000	12 classrooms @ $500 per classroom + offices
Telephone	3,000	
Technology	5,000	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	2,500	
Staff Development	15,000	Montessori Training & Teacher Development
Staff Recruitment	-	
Student Recruitment / Marketing	-	
School Meals / Lunch	-	
Travel (Staff)	2,500	Site Visits to Montessori Programs; Conferences
Fundraising	-	
Custom Operations #1	15,000	Implement Curriculum Development Plan: Attachment E.1
Custom Operations #2	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	$ 139,500	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial Services	-	
Building and Land Rent / Lease	6,000	$500 per month; staff only - no students
Repairs & Maintenance	-	
Security Services	-	
Utilities	-	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ 6,000	
RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	$ 513,596	
NET OPERATING INCOME (before Depreciation)	$ 404	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	$ 404	

Total FSP from latest Summary of Finances (SOF)	$	1,539,821
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	$	-
Current Year FSP Payments Year to Date from FSP Ledger	$	-
FSP Remaining Balance	$	1,539,821
Number of Remaining FSP Payments	$	12
Remaining Balance to be Paid this Month		8.3%
Payment	$	127,805

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule	
September	12	8.3%	$	127,805
October	11	9.1%	$	128,493
November	10	10.1%	$	129,636
December	9	11.1%	$	128,081
January	8	12.4%	$	127,200
February	7	14.4%	$	129,399
March	6	16.6%	$	127,688
April	5	19.9%	$	127,662
May	4	25.1%	$	128,978
June	3	33.2%	$	127,780
July	2	49.7%	$	127,778
August	1	100.0%	$	129,321
			$	1,539,821

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Royal Ambassador Academy School

PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY								CHECK vs. Budget (Must Be Zero)	Description of Assumptions and Variances
Total Revenue	195,500	56,350	58,500	74,800	77,800	51,050	514,000	-	
Total Expenses	195,461	56,227	58,477	74,727	77,727	50,977	513,596	(0)	
Net Operating Income (before Depreciation)	39	123	23	73	73	73	404	0	
CASH FLOW ADJUSTMENTS	-	-	-	-	-	-	-		
BEGINNING CASH BALANCE (cash and cash equivalents)	-	39	162	185	258	331			
ENDING CASH BALANCE (cash and cash equivalents)	39	162	185	258	331	404			
Enter the months period prior to opening day of school.	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	TOTAL		
REVENUE									
TOTAL STATE REVENUES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-	
TOTAL FEDERAL REVENUES	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
TOTAL LOCAL & OTHER REVENUES	$ 195,500	$ 56,350	$ 58,500	$ 74,800	$ 77,800	$ 51,050	$ 514,000	-	Note: February allocation includes
TOTAL REVENUE	$ 195,500	$ 56,350	$ 58,500	$ 74,800	$ 77,800	$ 51,050	$ 514,000	-	August 2104 - February 2015

EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	72,625	10,375	10,375	10,375	10,375	10,375	124,500		August 2104 - February 2015 (12 months)
Instructional Management	30,210	6,042	6,042	6,042	6,042	6,042	60,420		October 2015 - February 2015 (10 months)
Deans, Directors & Coordinators	9,916	4,958	4,958	4,958	4,958	4,958	34,706		January 2015 - February 2015 (7 months)
CFO / Director of Finance	18,125	3,625	3,625	3,625	3,625	3,625	36,250		October 2015 - February 2015 (10 months)
Operation / Business Manager	18,125	3,625	3,625	3,625	3,625	3,625	36,250		October 2015 - February 2015 (10 months)
Administrative Staff	13,010	1,858	1,858	1,858	1,858	1,858	22,300		August 2104 - February 2015 (12 months)
Other - Administrative	-	-	-	-	-	-			
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 162,011	$ 30,483	$ 30,483	$ 30,483	$ 30,483	$ 30,483	$ 314,426		
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	-	-	-	-	-		
Teachers - SPED	-	-	-	-	-	-	-		
Substitute Teachers	-	-	-	-	-	-	-		
Teaching Assistants	-	-	-	-	-	-	-		
Specialty Teachers	8,500	4,250	4,250	4,250	4,250	4,250	29,750		January 2015 - February 2015 (7 months)
Aides	-	-	-	-	-	-	-		
Therapists & Counselors	-	-	-	-	-	-	-		
Other - Instructional	-	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 8,500	$ 4,250	$ 4,250	$ 4,250	$ 4,250	$ 4,250	$ 29,750		
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-		
Librarian	-	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-	-		
Security	-	-	-	-	-	-	-		
Other - Non-Instructional	-	-	-	-	-	-	-		
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
TOTAL PERSONNEL EXPENSES	$ 170,511	$ 34,733	$ 34,733	$ 34,733	$ 34,733	$ 34,733	$ 344,176		
PAYROLL TAXES AND BENEFITS									
Social Security	-	-	-	-	-	-	-		
Medicare	2,910	416	416	416	416	416	4,990	(0)	12 Months
State Unemployment	-	-	-	-	-	-	-		
Worker's Compensation Insurance	2,007	287	287	287	287	287	3,442		12 Months
Custom Other Tax #1	-	-	-	-	-	-	-		
Custom Other Tax #2	-	-	-	-	-	-	-		
Health Insurance	9,033	1,291	1,291	1,291	1,291	1,291	15,488		12 Months
Dental Insurance	-	-	-	-	-	-	-		
Vision Insurance	-	-	-	-	-	-	-		
Life Insurance	-	-	-	-	-	-	-		
Retirement Contribution	-	-	-	-	-	-	-		
Custom Fringe #1	-	-	-	-	-	-	-		
Custom Fringe #2	-	-	-	-	-	-	-		
TOTAL PAYROLL TAXES AND BENEFITS	$ 13,950	$ 1,994	$ 1,994	$ 1,994	$ 1,994	$ 1,994	$ 23,920	(0)	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 184,461	$ 36,727	$ 36,727	$ 36,727	$ 36,727	$ 36,727	$ 368,096	(0)	
CONTRACTED SERVICES									
Accounting / Audit	-	-	-	-	-	-	-		
Legal	-	-	-	-	-	-	-		
Management Company Fee	-	-	-	-	-	-	-		
Nurse Services	-	-	-	-	-	-	-		
Food Service / School Lunch	-	-	-	-	-	-	-		
Payroll Services	-	-	-	-	-	-	-		
Special Ed Services	-	-	-	-	-	-	-		
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-		
Custom Contracted Services #1	-	-	-	-	-	-	-		
Custom Contracted Services #2	-	-	-	-	-	-	-		
Custom Contracted Services #3	-	-	-	-	-	-	-		
TOTAL CONTRACTED SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -		

SCHOOL OPERATIONS								
Board Expenses	250	250	-	-	-	-	500	-
Classroom / Teaching Supplies & Materials	-	15,000	15,000	30,000	30,000	-	90,000	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	3,000	-	3,000	-	6,000	-
Telephone	1,750	250	250	250	250	250	3,000	- 12 Months
Technology	3,500	1,500	-	-	-	-	5,000	-
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-
Office Expense	1,250	250	250	250	250	250	2,500	-
Staff Development	-	-	-	3,000	3,000	9,000	15,000	-
Staff Recruitment	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	750	750	750	-	-	250	2,500	-
Fundraising	-	-	-	-	-	-	-	-
Custom Operations #1	-	1,000	2,000	4,000	4,000	4,000	15,000	- Curriculum Development Plan Costs
Custom Operations #2	-	-	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	$ 7,500	$ 19,000	$ 21,250	$ 37,500	$ 40,500	$ 13,750	$ 139,500	-
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	3,500	500	500	500	500	500	6,000	- 12 Months
Repairs & Maintenance	-	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 3,500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 6,000	-
RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-
TOTAL EXPENSES	$ 195,461	$ 56,227	$ 58,477	$ 74,727	$ 77,727	$ 50,977	$ 513,596	(0)
NET OPERATING INCOME (before Depreciation)	$ 39	$ 123	$ 23	$ 73	$ 73	$ 73	$ 404	0
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	$ 39	$ 123	$ 23	$ 73	$ 73	$ 73	$ 404	0

Royal Ambassador Academy School

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	TOTAL	CHECK vs. Budget (Must Be Zero)
198,805	185,493	173,136	171,081	175,700	168,899	169,688	168,412	178,978	166,280	163,778	169,571	2,089,821	(0)
198,533	185,133	172,958	170,858	175,608	168,783	169,607	168,382	178,824	166,148	163,074	166,148	2,084,056	(1)
272	360	178	223	92	116	81	30	154	132	704	3,423	5,765	0
-	-	-	-	-	-	-	-	-	-	-	-	-	
404	676	1,036	1,214	1,437	1,529	1,645	1,726	1,756	1,910	2,042	2,746		
676	1,036	1,214	1,437	1,529	1,645	1,726	1,756	1,910	2,042	2,746	6,169		
$ 127,805	$ 128,493	$ 129,636	$ 128,081	$ 127,200	$ 129,399	$ 127,688	$ 127,662	$ 128,978	$ 127,780	$ 127,778	$ 129,321	$ 1,539,821	(0)
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
$ 71,000	$ 57,000	$ 43,500	$ 43,000	$ 48,500	$ 39,500	$ 42,000	$ 40,750	$ 50,000	$ 38,500	$ 36,000	$ 40,250	$ 550,000	-
$ 198,805	$ 185,493	$ 173,136	$ 171,081	$ 175,700	$ 168,899	$ 169,688	$ 168,412	$ 178,978	$ 166,280	$ 163,778	$ 169,571	$ 2,089,821	(0)

Description of Assumptions and Variances

10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	124,500	
6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,041	6,041	6,041	6,041	72,500	
4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,958	4,959	4,959	4,959	4,959	59,500	
3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	43,500	
3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	43,500	
6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,467	6,466	6,466	6,465	77,600	
-	-	-	-	-	-	-	-	-	-	-	-	-	
$ 35,092	$ 35,092	$ 35,092	$ 35,092	$ 35,092	$ 35,092	$ 35,092	$ 35,092	$ 35,092	$ 35,091	$ 35,091	$ 35,090	$ 421,100	
46,500	46,500	46,500	46,500	46,500	46,500	46,500	46,500	46,500	46,500	46,500	46,500	558,000	
3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,916	3,916	3,916	3,916	47,000	
-	-	-	-	-	-	-	-	-	-	-	-	-	
4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	52,500	
15,875	15,875	15,875	15,875	15,875	15,875	15,875	15,875	15,875	15,875	15,875	15,875	190,500	
-	-	-	-	-	-	-	-	-	-	-	-	-	
4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	52,500	
-	-	-	-	-	-	-	-	-	-	-	-	-	
$ 75,042	$ 75,042	$ 75,042	$ 75,042	$ 75,042	$ 75,042	$ 75,042	$ 75,042	$ 75,041	$ 75,041	$ 75,041	$ 75,041	$ 900,500	
2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,666	2,666	2,666	2,666	32,000	
-	-	-	-	-	-	-	-	-	-	-	-	-	
3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,520	3,520	3,520	3,520	42,248	
-	-	-	-	-	-	-	-	-	-	-	-	-	
3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,584	3,584	3,584	3,584	43,000	Cafeteria Staff
$ 9,771	$ 9,771	$ 9,771	$ 9,771	$ 9,771	$ 9,771	$ 9,771	$ 9,771	$ 9,770	$ 9,770	$ 9,770	$ 9,770	$ 117,248	
$ 119,905	$ 119,905	$ 119,905	$ 119,905	$ 119,905	$ 119,905	$ 119,905	$ 119,905	$ 119,903	$ 119,902	$ 119,902	$ 119,901	$ 1,438,848	
-	-	-	-	-	-	-	-	-	-	-	-	-	
1,739	1,739	1,739	1,739	1,739	1,739	1,738	1,738	1,738	1,738	1,738	1,739	20,863	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	
1,199	1,199	1,199	1,199	1,199	1,199	1,199	1,199	1,199	1,199	1,199	1,199	14,388	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,395	5,395	5,395	5,395	64,748	(0)
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
7,434	7,434	7,434	7,434	7,434	7,434	7,434	7,434	7,434	7,434	7,435	7,434	89,209	0
-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	
$ 15,768	$ 15,768	$ 15,768	$ 15,768	$ 15,768	$ 15,768	$ 15,767	$ 15,767	$ 15,766	$ 15,766	$ 15,767	$ 15,767	$ 189,208	(1)
$ 135,673	$ 135,673	$ 135,673	$ 135,673	$ 135,673	$ 135,673	$ 135,672	$ 135,672	$ 135,669	$ 135,668	$ 135,669	$ 135,668	$ 1,628,056	(1)
-	-	-	-	-	-	-	-	12,000	-	-	-	12,000	
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	10,000	
-	-	-	-	-	-	-	-	-	-	-	-	-	
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$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 13,000	$ 1,000	$ -	$ -	$ 22,000	

-	-	2,500	-	-	-	1,000	1,000	1,000	-	-	-	5,500
3,000	3,000	3,000	3,000	1,500	1,500	1,500	1,000	-	-	-	-	17,500
625	1,250	1,250	1,250	1,250	625	625	625	-	-	-	-	7,500
2,000	-	500	-	-	-	-	-	-	-	-	-	2,500
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
7,500	5,000	-	-	2,500	-	-	-	-	-	-	-	15,000
500	500	500	500	500	500	500	500	500	500	500	500	6,000
10,000	10,000	-	-	4,000	-	-	-	-	-	-	-	24,000
-	-	-	400	-	100	-	-	-	-	-	-	500
2,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	-	10,000
100	50	50	50	50	50	50	50	50	-	-	-	500
1,000	500	500	500	500	500	500	500	500	-	-	-	5,000
250	250	200	175	200	200	250	250	200	200	125	200	2,500
7,500	-	-	-	-	-	-	-	-	2,000	-	3,000	12,500
-	-	-	-	250	500	250	-	-	-	-	-	1,000
-	-	-	400	400	350	350	-	-	-	-	-	1,500
-	-	-	-	-	-	-	-	-	-	-	-	-
300	200	200	200	200	200	200	200	200	200	200	200	2,500
-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
$ 35,775	$ 22,750	$ 10,700	$ 8,475	$ 13,350	$ 6,525	$ 7,225	$ 6,125	$ 4,450	$ 3,900	$ 1,825	$ 4,900	$ 126,000

7,085	7,085	7,085	7,085	7,085	7,085	7,085	7,085	7,080	7,080	7,080	7,080	85,000
750	750	750	750	750	750	750	750	750	750	750	750	9,000
12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	144,000
250	250	250	250	250	250	250	250	250	250	250	250	3,000
500	125	-	125	-	-	125	-	125	-	-	-	1,000
5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	66,000
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
$ 26,085	$ 25,710	$ 25,585	$ 25,710	$ 25,585	$ 25,585	$ 25,710	$ 25,585	$ 25,705	$ 25,580	$ 25,580	$ 25,580	$ 308,000
-	-	-	-	-	-	-	-	-	-	-	-	-
$ 198,533	$ 185,133	$ 172,958	$ 170,858	$ 175,608	$ 168,783	$ 169,607	$ 168,382	$ 178,824	$ 166,148	$ 163,074	$ 166,148	$ 2,084,056
$ 272	$ 360	$ 178	$ 223	$ 92	$ 116	$ 81	$ 30	$ 154	$ 132	$ 704	$ 3,423	$ 5,765
-	-	-	-	-	-	-	-	-	-	-	-	-
$ 272	$ 360	$ 178	$ 223	$ 92	$ 116	$ 81	$ 30	$ 154	$ 132	$ 704	$ 3,423	$ 5,765

Special Friday Events

(1)

0

0

Attachment F.4. Budget Narrative

Attachment F.4 Detailed Budget Narrative

<u>The Projected Budget "Big Picture"</u>

The Royal Ambassador Academy has built our proposed budget based on the following "Big Picture" highlights:

- Our budget process begins and ends with our students in mind. As with any good budget, students and their needs are the "drivers" for our budget decision-making.
- Our projected budget has been developed taking a conservative approach. While we have planned for various contingencies, this conservative approach allows us to be uncompromising in meeting the needs of our students.
- As recommended, we used an 80% average daily attendance rate to allow for flexibility with enrollment during the first few years of operation.
- We started by looking at our projected enrollment, considering first the number of students who will be served for each of the first five years of operation.
- Next we looked at the student population we anticipate serving and their program needs (i.e., gifted and talented; bilingual/ESL; compensatory; special education). Our projected budget has been developed to meet the needs of the students we anticipate serving.
- As with most school and school district budgets, payroll and other related costs for teachers and staff are the majority of the budget. We determined the number of teachers needed to maintain reduced class sizes, and we determined the certification and/or skills needed to meet the needs of our students.
- We anticipate that our school will grow. As we planned for years two, three, four and five, we built in additional enrollment and additional teachers and staff to meet the needs of a growing student population (overall percentage increases reflect the same percentages used for growth in student enrollment).
- Operations are another major component of our projected budget. A building has been secured and monthly lease payments are included in our projected costs. Utilities have also been built into our projected budget as part of our anticipated operations costs. Insurance and other facilities related costs have been included in the projected budget.
- The establishment of a Montessori-based program is central to our application and our budget planning. As a new Montessori school, we have projected major line items for Montessori specific furniture, materials, apparatus, and supplies the first year of operation. Smaller allocations are in place for future years as additional classes/students and teachers/staff are added each year. In addition, professional development and Montessori training are also integral components of our budget understanding that this is one of the most important investments we can make to ensure that our students are served by the best, most well prepared teachers.

The Projected Budget "Big Picture" (cont.)

- We will apply for the Planning Year grant, available from the US Department of Education and provided through TEA, if available. In the event that the planning grant is not available, the sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), will provide the necessary funding to cover our planning year costs.
- It is our intent to apply for federal funding and Title 1 designation as soon as possible. Our projected student population is approximately 80% free and reduced lunch students (based on "feeder" districts). We have not included federal funds in our five year plan however, we are hopeful that the school will meet the requirements for Title 1 designation, allowing us to supplement the educational program for students.

Assumptions

Student Enrollment

	Pre-K	K	1	2	3	4	5	6	7	8	Change
Year 1 (256; 224 FTE)	64* (32 FTE)	32	40	40	40	40					
Year 2 (328; 296 FTE)	64* (32 FTE)	64	40	40	40	40	40				+72
Year 3 (392; 360 FTE)	64* (32 FTE)	64	64	40	40	40	40	40			+64
Year 4 (456; 424 FTE)	64* (32 FTE)	64	64	64	40	40	40	40	40		+64
Year 5 (544; 512 FTE)	64* (32 FTE)	64	64	64	64	44	44	48	48	40	+88
Change		+ 32	+24	+24	+24	+4	+44	+48	+48	+40	+288

*Pre-K: AM and PM half-day classes; assumes 32 FTE

Assumptions

Student Average Daily Attendance

- As suggested, projected average daily attendance at a rate of 80%.

Projected Growth in Student Enrollment

Year 1 Total Enrollment: 256 students; 224 FTE (.5 for each pre-k student)

Year 2 Total Enrollment: 328; 296 FTEs (.5 for each pre-k student)

- Total Increase: 72 students
  - Increase of 32 students for kindergarten (pre-kindergarten students moving to kindergarten)
  - Add fifth grade; 40 students

Year 3 Total Enrollment: 392; 360 FTEs (.5 for each pre-k student)

- Total Increase: 64 students
  - Increase of 24 students for first grade (kindergarten students moving to first grade)
  - Add sixth grade; 40 students

Year 4 Total Enrollment: 456; 424 FTEs (.5 for each pre-k student)

- Total Increase: 64 students
  - Increase of 24 students for second grade (first grade students moving to second grade)
  - Add seventh grade; 40 students

Year 5 Total Enrollment: 544; 512 FTEs (.5 for each pre-k student)

- Total Increase: 88 students
  - Increase of 24 students for third grade (second grade students moving to third grade)
  - Increase of 4 students for fourth grade
  - Increase of 4 students for fifth grade
  - Increase of 8 students for sixth grade
  - Increase of 8 students for seventh grade
  - Add eighth grade; 40 students

Assumptions

Program Needs Based on Projected Student Enrollment

Year 1 Total Enrollment: 256 students; 224 FTE (.5 for each pre-k student)

- Special Education Students
  - Students will be served using an inclusion model, a natural "fit" with the Montessori model
  - Total Projected Students: 20; 8.93% (State Average 8.6%)
- Gifted & Talented Education Students
  - Total Projected Students: 17; 7.59% (State Average 7.7%)
- Bilingual/ESL Education Students
  - Total Projected Students: 15; 6.7% (Region Average 5.8%; State Average 16.3%)
- Compensatory Education Students (Based on Projected % Free & Reduced Lunch)
  - Total Projected Students: 190; 85% (Based on Feeder District Averages for Free & Reduced Lunch; State Average 60.4%)

Year 2 Total Enrollment: 328; 296 FTEs (.5 for each pre-k student)

- Special Education Students
  - Students will be served using an inclusion model, a natural "fit" with the Montessori model
  - Total Projected Students: 26; 8.78% (State Average 8.6%)
  - Total Increase: 6
- Gifted & Talented Education Students
  - Total Projected Students: 22; 7.43% (State Average 7.7%)
  - Total Increase: 5
- Bilingual/ESL Education Students
  - Total Projected Students: 20; 6.76% (Region Average 5.8%; State Average 16.3%)
  - Total Increase: 5
- Compensatory Education Students (Based on Projected % Free & Reduced Lunch)
  - Total Projected Students: 250; 85% (Based on Feeder District Averages for Free & Reduced Lunch; State Average 60.4%)
  - Total Increase: 60

Assumptions

Program Needs Based on Projected Student Enrollment

Year 3 Total Enrollment: 392; 360 FTEs (.5 for each pre-k student)

- Special Education Students
  - Students will be served using an inclusion model, a natural "fit" with the Montessori model
  - Total Projected Students: 32; 8.89% (State Average 8.6%)
  - Total Increase: 6
- Gifted & Talented Education Students
  - Total Projected Students: 27; 7.5% (State Average 7.7%)
  - Total Increase: 5
- Bilingual/ESL Education Students
  - Total Projected Students: 24; 6.67% (Region Average 5.8%; State Average 16.3%)
  - Total Increase: 4
- Compensatory Education Students (Based on Projected % Free & Reduced Lunch)
  - Total Projected Students: 300; 85% (Based on Feeder District Averages for Free & Reduced Lunch; State Average 60.4%)
  - Total Increase: 50

Year 4 Total Enrollment: 456; 424 FTEs (.5 for each pre-k student)

- Special Education Students
  - Students will be served using an inclusion model, a natural "fit" with the Montessori model
  - Total Projected Students: 37; 8.73% (State Average 8.6%)
  - Total Increase: 5
- Gifted & Talented Education Students
  - Total Projected Students: 32; 7.55% (State Average 7.7%)
  - Total Increase: 5
- Bilingual/ESL Education Students
  - Total Projected Students: 28; 6.60% (Region Average 5.8%; State Average 16.3%)
  - Total Increase: 4

- Compensatory Education Students (Based on Projected % Free & Reduced Lunch)
    - Total Projected Students: 385; 85% (Based on Feeder District Averages for Free & Reduced Lunch; State Average 60.4%)
    - Total Increase: 85

Year 5 Total Enrollment: 544; 512 FTEs (.5 for each pre-k student)

- Special Education Students
    - Students will be served using an inclusion model, a natural "fit" with the Montessori model
    - Total Projected Students: 42; 8.61% (State Average 8.6%)
    - Total Increase: 5
- Gifted & Talented Education Students
    - Total Projected Students: 37; 7.58% (State Average 7.7%)
    - Total Increase: 5
- Bilingual/ESL Education Students
    - Total Projected Students: 33; 6.76% (Region Average 5.8%; State Average 16.3%)
    - Total Increase: 5
- Compensatory Education Students (Based on Projected % Free & Reduced Lunch)
    - Total Projected Students: 465; 85% (Based on Feeder District Averages for Free & Reduced Lunch; State Average 60.4%)
    - Total Increase: 80

Assumptions

Projected Administrative Staffing (Years 1-5)

- Superintendent
- Manager – Planning & Project Coordination
- Business Manager/Accountant
- Secretary (1)

Projected Instructional Management Staffing (Years 1-5)

- Principal
- Instructional Coach
- Secretary (1)

Projected Instructional Support Staffing (Years 1-5)

- Counselor
- Nurse
- Lead Teacher (Certified Teacher/Non-Administrative)
- Teacher Aides and Assistance (Total of 3)
    - One Per Pre-K Teacher (2); One to share with Kindergarten Classes (1)

Projected Non-Instructional Support Staffing (Years 1-5)

- PEIMS Coordinator
- Food Service Manager
- Food Service Worker (2)
- Custodians/Maintenance/Grounds (2)

Assumptions

Projected Teacher/Classroom Staffing Based on Projected Student Enrollment

Year 1 Total Enrollment: 256 students; 224 FTE (.5 for each pre-k student)

- Total Regular Education Teachers: 12
  - 2 Pre-Kindergarten (each will serve an AM & PM class for a total of 32 students each); 2 Kindergarten; 2 First Grade; 2 Second Grade; 2 Third Grade; 2 Fourth Grade
- Specialty Teachers: 2 (One Fine Arts; One Physical Education)
- Bilingual/ESL Teacher: Minimum of 1 (preference will be given to applicants who are ESL and/or bilingual certified if needed to meet the needs of the student population)
- Special Education Teachers: 1 (will serve students utilizing an inclusion model)
- Teacher Assistants: 3 (1 per pre-kindergarten teacher [2 total] and 1 for kindergarten classes)

Year 2 Total Enrollment: 328; 296 FTEs (.5 for each pre-k student)

- Total Regular Education Teachers: 15
  - 2 Pre-Kindergarten (each will serve an AM & PM class for a total of 32 students each); 3 Kindergarten; 2 First Grade; 2 Second Grade; 2 Third Grade; 2 Fourth Grade; 2 Fifth Grade
- Specialty Teachers: 2 (One Fine Arts; One Physical Education)
- Bilingual/ESL Teacher: Minimum of 1 (preference will be given to applicants who are ESL and/or bilingual certified if needed to meet the needs of the student population)
- Special Education Teachers: 1 (will serve students utilizing an inclusion model)
- Teacher Assistants: 3 (1 per pre-kindergarten teacher [2 total] and 1 for kindergarten classes)

Assumptions

Projected Teacher/Classroom Staffing Based on Projected Student Enrollment

Year 3 Total Enrollment: 392; 360 FTEs (.5 for each pre-k student)

- Total Regular Education Teachers: 19
  - Elementary: 2 Pre-Kindergarten (each will serve an AM & PM class for a total of 32 students each); 3 Kindergarten; 3 First Grade; 2 Second Grade; 2 Third Grade; 2 Fourth Grade; 2 Fifth Grade
  - Middle School: 3 (Sixth Grade Only; 1 Language Arts/Social studies; 1 Math; 1 Science)
- Specialty Teachers: 2 (One Fine Arts; One Physical Education)
- Bilingual/ESL Teacher: Minimum of 1 (preference will be given to applicants who are ESL and/or bilingual certified if needed to meet the needs of the student population)
- Special Education Teachers: 1 (will serve students utilizing an inclusion model)
- Teacher Assistants: 3 (1 per pre-kindergarten teacher [2 total] and 1 for kindergarten classes)

Year 4 Total Enrollment: 456; 424 FTEs (.5 for each pre-k student)

- Total Regular Education Teachers: 21
  - Elementary: 2 Pre-Kindergarten (each will serve an AM & PM class for a total of 32 students each); 3 Kindergarten; 3 First Grade; 3 Second Grade; 2 Third Grade; 2 Fourth Grade; 2 Fifth Grade
  - Middle School: 4 (Sixth & Seventh Grades; 1 Language Arts; 1 Social studies; 1 Math; 1 Science)
- Specialty Teachers: 3 (One Fine Arts; Two Physical Education [1 elementary; 1 middle school])
- Bilingual/ESL Teacher: Minimum of 1 (preference will be given to applicants who are ESL and/or bilingual certified if needed to meet the needs of the student population)
- Special Education Teachers: 1 (will serve students utilizing an inclusion model)
- Teacher Assistants: 3 (1 per pre-kindergarten teacher [2 total] and 1 for kindergarten classes)

Assumptions

Projected Teacher/Classroom Staffing Based on Projected Student Enrollment

Year 5 Total Enrollment: 544; 512 FTEs (.5 for each pre-k student)

- Total Regular Education Teachers: 26
  - Elementary: 2 Pre-Kindergarten (each will serve an AM & PM class for a total of 32 students each); 3 Kindergarten; 3 First Grade; 3 Second Grade; 3 Third Grade; 2 Fourth Grade; 2 Fifth Grade
  - Middle School: 8 (Sixth, Seventh & Eighth Grades; 2 Language Arts; 2 Social studies; 2 Math; 2 Science)
- Specialty Teachers: 4 (Two Fine Arts [1 elementary; 1 middle school]; Two Physical Education [1 elementary; 1 middle school])
- Bilingual/ESL Teacher: Minimum of 1 (preference will be given to applicants who are ESL and/or bilingual certified if needed to meet the needs of the student population)
- Special Education Teachers: 1 (will serve students utilizing an inclusion model)
- Teacher Assistants: 3 (1 per pre-kindergarten teacher [2 total] and 1 for kindergarten classes)

Estimated Revenue

Estimated Revenue

- **State Revenue**
  - State Average Adjusted Allotment $6,152
  - Revenue per WADA @ Compressed Tax Rate $4,939

- **Projected Growth Based on Projected Increase in Student Enrollment**
  - Year 2 32% Increase (+ 72 students; "growing up" as students move to next grade level and adding a grade level per year)
  - Year 3 22% Increase (+ 64 students; "growing up" as students move to next grade level and adding a grade level per year)
  - Year 4 18% Increase (+ 64 students; "growing up" as students move to next grade level and adding a grade level per year)
  - Year 5 21% Increase (+ 88 students; "growing up" as students move to next grade level and adding a grade level per year)

- **Includes Materials & Supplies Allocations as follows:**
  - Gifted & Talented Op Grant $ 3638.00 (55% of allocation)
  - Special Education Block Grant $ 41,916.00 (52% of allocation)
  - Bilingual Education Block Grant $ 3,838.00 (52% of allocation)
  - Regular Compensatory Education $121,563.00 (52% of allocation)

- **Other Revenue/Variable Income**
  - **Sponsoring Entity Funding:** Our sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), has committed to supporting our effort through fundraising and funding, if needed during our first two years of operation. In the event that donations/commitments fall short of the projected need for the first two years of operation, JJV will provide the necessary funding to meet operating expenses in the amount of:
    - **Start-up Year:** $514,000.00
    - **First Year of Operation:** $550,000.00
    - **Second Year of Operation:** $247,500.00

- **Donations/Fundraising:** Our community has indicated a strong willingness to support a public Montessori charter school in our area. Immediately following the submission of our application, our fundraising/solicitation process will begin in earnest.

- **Grants:** We will apply for funding through the federal/TEA start-up fund, if funding is available.

- **Contingency Plan**
  - In the event that revenues are not received or lower than estimated in advance of the school's opening and during our first year of operation, our sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), has agreed to provide the necessary funding to ensure a balanced budget (see note above).

  - In addition, our sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), has secured a $1,000,000 line of credit. The loan will be repaid through donations, grant, or Jehovah Jireh Village Community Development Center, Inc. (JJV) and will be used during the start-up year as well as the first two years of operation.

Projected Expenditures

Payroll Taxes & Benefits

- TRS Contribution: 6.2%
- Medicare: 1.45%
- Workers Compensation: 1%
- Group Health & Life: $150/month/employee (approximately 4.5%)

Contracted Service

Accounting/Audit

- Annual Audit Total: $12,000

Legal

- Annual Legal Fees Total: $10,000

Facility Operation & Maintenance

- Annual Facilities Lease Total: $144,000
  - Monthly Facilities Lease Payment: $12,000

- Annual Projected Utilities Costs: $66,000
  - Electric, Water & Sewage, Trash, Telephone
  - 12 months @ $5,500 for the academic school year

- Insurance Costs (Property and Liability): $85,000

- Security: $1,000 for First Day of School, Special Family/Parent Involvement Events, etc.

Transportation

- Special Education $ 500.00
  (Dollars will provide for the reimbursement of parent and/or contracted services, as needed for students served)
- Regular Education $ .00
  (Transportation will not be provided; field trips addressed as part of another line item)

Start up Year: Planning Year Costs

- Salaries/Payroll & Related Benefits
  - The superintendent will be affirmed within one first month following the award of the charter (August, 2014). A secretary for the superintendent will also be hired within the same one month period. Salary will be budgeted at ($10,375.00 per month for 12 months; $124,500.00 - August 2014 – July 2015)

  - Within three months of the charter award the following staff will also be hired. Salaries will be prorated per month with an anticipated hire date between October, 2014 and January, 2015.
    - Principal (10 months@ $6,042.00 per month; $60,420.00)
    - Instructional Coach (7 months @ $4,958.00 per month; $34,706.00)
    - Lead Teacher (7 months @ $4,250.00 per month; $29,750.00)
    - Manager – Planning & Project Coordinator (10 months @ $3,625.00 per month; $36,250.00)
    - Business Manager/Accountant (10 months @ $3,625.00 per month; $36,250.00)
    - Secretary ($1,858.00 per month for 12 months; $22,300.00 - August 2014 – July 2015)

  - Related benefits including TRS contribution (6.2%), Medicare (1.45%), Workers Compensation (1%), and Health Care (4.5%) costs.

- Montessori Classroom Preparation
  - Material & Apparatus: $90,000
    - 12 Elementary Classrooms @ approximately $7,500 per classroom
  - Furniture: $6,000
    - 12 Elementary Classrooms @ $500 per classroom

- Professional Development
  - Montessori Training & Development: $15,000
    - Leadership Team: Principal, Instructional Coach, Lead Teacher
    - Instructional Team: 12 Elementary Classrooms Teachers; 1 Bilingual Teacher; Special Education Teacher

Start up Year: Planning Year Costs (cont.)

- Curriculum Planning
  - Curriculum Development Plan: $15,000
    - Implement Plan Detailed in Attachment E.1 including teacher stipends, materials, supplies and summer development

- Facilities & Utilities During Planning Year
  - As the only occupants during the planning year will be the leadership/planning team, the monthly facilities lease and utilities will be a reduced fee of $500 per month, for a first year total of $6,000.00.

Detailed Year One & Cash Flow Contingency

- In the event that revenue projections are not met **in advance of the school's opening**:
  - We will apply for the Planning grant, granted by the US Department of Education and available from TEA, if available. In the event that the planning grant is not available, the sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), will provide the necessary funding to cover our planning year costs.

  - In the event that revenues are not received or lower than estimated in advance of the school's opening and during our first year of operation, our sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), has agreed to provide the necessary funding to ensure a balanced budget (see note above).

  - In addition, our sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), has secured a $1,000,000 line of credit. The loan will be repaid through donations, grant, or Jehovah Jireh Village Community Development Center, Inc. (JJV) and will be used during the start-up year as well as the first two years of operation.

- In the event that projected revenue is not available **during the first year of operation**:
  - In the event that revenues are not received or lower than estimated in advance of the school's opening and during our first year of operation, our sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), has agreed to provide the necessary funding to ensure a balanced budget (see note above).

  - In addition, our sponsoring entity, Jehovah Jireh Village Community Development Center, Inc. (JJV), has secured a $1,000,000 line of credit. The loan will be repaid through donations, grant, or Jehovah Jireh Village Community Development Center, Inc. (JJV) and will be used during the start-up year as well as the first two years of operation.

Jehoveh Jireh Village CDC
CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-5006 (Fax)

March 24, 2014

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Sirs:

Jehovah Jireh Village Community Development Center, Inc. has secured a line of credit with Post Oak Bank, 8350-A Phelan Blvd, Beaumont, Texas, 77706, for one million dollars to assist with the operation of the Royal Ambassador Academy.

Sincerely,

Felicia Young,
Executive Director

Jehoveh Jireh Village CDC

CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-6104 (Fax)

March 24, 2014

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Sirs:

Jehovah Jireh Village Community Development Center, Inc. agrees to fundraise in earnest to provide financial assistance towards the operation of the Royal Ambassador Academy.

Sincerely,

Felicia

Felicia Young,
Executive Director

Attachment G.1. Board Policies

JEHOVAH JIREH VILLAGE COMMUNITY DEVELOPMENT CENTER, INC.

BOARD POLICY AND PROCEDURES MANUAL

PROCEDURES MANUAL MAINTENANCE AND DISTRIBUTION

A. Maintaining and Updating

The Board Secretary of the Jehovah Jireh Village Community Development Center, Inc. is responsible for keeping the policies and procedures in the manual current. Any corrections, updates to existing items, additions or deletions should be sent to the Board Secretary for inclusion.

Amendments and changes to the manual will be subject to the approval and review of the Jehovah Jireh Village Community Development Center, Inc Board of Directors. The Secretary shall be advised of any proposed changes and he/she will present these to the Board for approval.

The Secretary will make changes when approved and note the date of the change in the master copy. The Secretary will maintain the master copy of the manual, which includes all updates and changes and will also keep copies of all prior versions for reference.

The date that a page was last updated will be noted on each page of the manual.

B. Distribution

The Secretary will automatically distribute copies of the manual to staff and Board members.

Once a year, at the start of the fiscal year, the Secretary will provide a current revised, dated, complete copy of the manual to all officers and members of the Board. During the year the Secretary will provide updated pages, as necessary to replace outdated pages, to the officers.

The manual will not be considered confidential in any way.

I. EXPENDITURES AND FINANCIAL POLICIES

A. Spending Authority

The accountant is authorized to make and/or approve expenditures subject to such expenditures having been included in the most recently previously approved budget. Expenditures not included in the budget for items costing in excess of $1,000 must have specific Executive Director's approval. The cumulative amount of such expenditures shall not exceed $1,000 in any one month period. A report of all such expenditures shall be reported to the Board for approval.

B. Signature Authority

Checks from the Jehovah Jireh Village Community Development Center, Inc regular checking account will require two signatures. The Board President, Treasurer, and Secretary shall have signature authority for such checks. At no time will a paid consultant to Jehovah Jireh Village Community Development Center, Inc. be authorized to be one of the two signatures on a check.

The check register will be maintained by the accountant.

C. Bill Paying Procedures

All bills and grants must be approved by the Executive Director and prior to payment.

D. Reimbursement Policy

The Jehovah Jireh Village Community Development Center, Inc. may reimburse Board Members for travel expenses incurred while traveling to be approved meetings. If a Board member wishes to donate this reimbursement back to the Jehovah Jireh Village Community Development Center, Inc., the Treasurer or designate will provide receipt for the donation.

Board members traveling on Jehovah Jireh Village Community Development Center, Inc. business may be reimbursed for their travel expenses, subject to prior approval of the Board President and Treasurer. All reimbursement policies described in the employee handbook apply.

E. Fiscal Year Basis

The Jehovah Jireh Village Community Development Center, Inc. fiscal year will run from January 1 through December 31.

K. Financial Statements and Record Keeping

The Jehovah Jireh Village Community Development Center, Inc. will maintain its books on an accrual basis.

The Treasurer will prepare financial statements for the use of the Board monthly. Such financial statements, including both an income statement and a balance sheet, will be provided to members of the Board at their regular meetings.

The Treasurer will prepare a balance sheet on an on-going basis and include it as part of the Financial Reports made to the Board.

L. Annual Report

The Board President will cause to be prepared an annual report not later than 120 days after the close of the school's fiscal year. The Annual report shall be made available to all Board members and to any member of the public who requests it in writing.

M. Budget and Budget Procedures

The Board President and Treasurer are responsible for preparing an annual budget, to cover the next fiscal year, for presentation to and approval at the March meeting of the Board. This budget will be presented on a program basis. This budget will be included as part of the meeting minutes and, as such, will be sent to all Board members for Board approval.

The Board President will present updates of the budget at subsequent meetings as necessary.

The Jehovah Jireh Village Community Development Center, Inc. budget will be available as requested to funders.

II. USE OF CONSULTANTS

Consultants may be retained by the Board on behalf of the Jehovah Jireh Village Community Development Center, Inc. to perform specified tasks or programs as previously approved in the budget.

III. NORMAL BOARD MEMBER ACTIVITY

No Board member, including any elected officer, is to be paid for time spent working on what is activity normally expected of a Board member. Board time under this statement will be defined as follows:

Any and all duties exercised under the Bylaws of the organization. Examples include, *but are not limited to:*

_____

1. All time spent in advance preparing for Board and Executive Committee meetings, including Board retreats.
2. Time spent attending such meetings, including travel time.
3. Time spent communicating with Board members on Board policy issues and in advance of Board and other sub-committee meetings regarding items that are to be on the agenda of the meeting.
4. Time spent working as a member of Board or appointed committees.

It is the Policy of the Board to not hire Board members for development, fundraising and support work.

V. MEMBERS OF THE BOARD OF DIRECTORS CONFLICT OF INTEREST POLICY

A. General Policy

A separate and comprehensive Conflict of Interest Policy will be maintained by The Jehovah Jireh Village Community Development Center, Inc. and will include the following elements:

Members of the Board of Directors of the Jehovah Jireh Village Community Development Center, Inc. must conduct their personal affairs in such a manner as to avoid any possible conflict of interest with their duties and responsibilities as Board members of the Jehovah Jireh Village Community Development Center, Inc.

> Any potential conflict on the part of any Director shall be disclosed to the Board of Directors and made a matter of record when the interest becomes a matter of Board of Director's action.
>
> Prior to taking any action on the transaction, a committee of the Board of Directors shall undertake a reasonable search to investigate alternatives to the transaction and shall report its findings to the Board by oral or written summary.
>
> At the meeting in which the transaction is taken up, any Director having a conflict of interest shall not vote or use his or her personal influence on the matter. He or she may be counted in determining the quorum for the meeting. The minutes from the meeting shall reflect that a disclosure was made, the abstention from voting and the quorum situation.
>
> Any new Director will be advised of this policy upon entering the duties of the office.

All such policies shall also be applicable to any member of a Director’s immediate family, whether residing in the home of the Board member or not, to one’s spouse or any person acting on his or her behalf.

Board members will sign annual conflict statements and must notify the Board of Directors whenever a conflict exists by making a public disclosure at the next Board of Directors or Executive Committee meeting unless otherwise directed by the Board of Directors. Board members will be required to attest annually to their familiarity with the Jehovah Jireh Village Community Development Center, Inc. policies in this regard.

B. <u>Specific Application of General Policy</u>

1. Financial Interests:

   "Financial interest" for this policy shall mean any position as owner, officer, board member, partner, employee or other beneficiary. A possible conflict of interest arises when a Board member holds a financial interest in or will receive any personal benefit from an individual consulting contract with or a business firm furnishing services, materials or supplies to the Jehovah Jireh Village Community Development Center, Inc. Assuming that the amount of business done by the Jehovah Jireh Village Community Development Center, Inc. with any publicly held company has virtually no effect on the total results of such a company, "financial interest" shall not include the ownership of shares in a publicly held corporation.

2. Corporate Opportunity:

   A potential area of conflict arises when a Board member individually learns of a business or funding opportunity in which he or she should reasonably know Jehovah Jireh Village Community Development Center, Inc. would also be interested. No Board member shall knowingly compete with the Jehovah Jireh Village Community Development Center, Inc. in these areas. In the matter of business or fundraising, any time a conflict arises between the needs of the Jehovah Jireh Village Community Development Center, Inc. and a director or officer, those of the Jehovah Jireh Village Community Development Center, Inc. must prevail.

3. Privileged Information:

   A Board member must never use the information received while serving the Jehovah Jireh Village Community Development Center, Inc. if the personal use of such information would be detrimental in any way to the Jehovah Jireh Village Community Development Center, Inc. Any actions that might impair the reputation of the Jehovah Jireh Village Community Development Center, Inc. must also be avoided.

VI. <u>ROLE OF BOARD MEMBERS IN RAISING FUNDS FOR THE JEHOVAH JIREH VILLAGE COMMUNITY DEVELOPMENT CENTER, INC.</u>

All Board members will make an annual personal financial contribution at a giving level personally significant to them. Board members may also fulfill this task by developing and

managing a fundraiser to benefit the Jehovah Jireh Village Community Development Center, Inc.

Funds for the operation of the Jehovah Jireh Village Community Development Center, Inc. are intended to be raised from a variety of sources. The policy of the Jehovah Jireh Village Community Development Center, Inc. for various fundraising efforts is as follows:

A. Individual Donors

The Board President, or designee, will maintain a list of potential donors and those members who are designated to contact those listed. Board members, prior to an official contact, will check first with the Treasurer to determine the status of that donor, if a donation has been received, who has contacted the donor, and other pertinent information.

B. Foundations

Board members may help in the contacts and applications for grant requests to foundations. All contacts with potential foundation funders must be cleared through the Board President prior to contact being made. Details of the proposed contacts, applications and follow-up must be submitted to the Board President for review of consistency with the Jehovah Jireh Village Community Development Center, Inc. programs. All applications for grants must be approved by the Board.

VII. NON-FINANCIAL SIGNATURE AUTHORITY

A. Government Documents

The Board President, Treasurer and Secretary shall be responsible and have the authority to sign all government documents, including IRS reports and submissions.

B. Leases and Contracts

The Board President, Treasurer and Secretary shall be responsible for and have the authority to sign leases and contracts, subject to the financial limitations described above.

Entering into Memoranda of Understanding (MOU) with other organizations must be approved by the Board.

VIII. THE JEHOVAH JIREH VILLAGE COMMUNITY DEVELOPMENT CENTER, INC. FOUNDATION ENDORSEMENT OF POSITIONS

The Board President shall have the authority to sign the Jehovah Jireh Village Community Development Center, Inc. endorsements of the position of other organizations, subject to the Board President having determined that the position meets the following criteria:

1. Is relevant to Jehovah Jireh Village Community Development Center, Inc. mission.

2. Is requested by an organization or coalition that is a known entity. The request must be signed and a title attached to the request.

3. The request describes how the Jehovah Jireh Village Community Development Center, Inc. endorsement will be used (ads, letters, lobbying) in the request.

4. The request will further the goals of the Jehovah Jireh Village Community Development Center, Inc.

5. The Board President must review the proposed text to be endorsed or, if the endorsement is to be circulated as a part of a campaign or advocacy effort, the text of the endorsement.

Requests for endorsements which do not meet these criteria but which the Board President still believes have merit must be submitted to the Board for approval.

Under no circumstances will the Jehovah Jireh Village Community Development Center, Inc. make any endorsements in support of candidates for public office.

IX. WHO CAN SPEAK FOR THE JEHOVAH JIREH VILLAGE COMMUNITY DEVELOPMENT CENTER, INC.?

Speaking officially for the Jehovah Jireh Village Community Development Center, Inc. either at a public meeting or in any media is generally restricted to the Superintendent or Board President. Authority may be given by the Board President to Board members and staff to speak for the Jehovah Jireh Village Community Development Center, Inc. on specific issues only.

When members of the Jehovah Jireh Village Community Development Center, Inc.'s Board appear in public, they must preface their comments with a statement that they are either speaking on behalf of the Jehovah Jireh Village Community Development Center, Inc. or that their comments are their own.

X. BOARD AND EXECUTIVE COMMITTEE MEETINGS

The Board will meet two times per year according to the Bylaws. Board packets will be distributed 5 days in advance of each meeting.

The Secretary or designate will notify Board members in advance of each meeting.

A. The Advisory Committee

As affirmed in the organization's bylaws, the officers of the Board shall be constituted as an Advisory Committee. The Advisory Committee's role shall be to ensure the effectiveness of the Board as a whole. The Advisory Committee is accountable to the Board. It will not direct staff or otherwise manage the organization unless specifically authorized by the Board to do so. The Chief Executive Officer will be an ex-officio member of the Advisory Committee.

The Advisory Committee shall be chaired by the Chair of the Board and composed of all officers of the organization, including the Treasurer and Secretary, the President of the organization and other Board members as designated by the Board of Directors.

The Advisory Committee shall be responsible for the coordination of activities between standing committees and shall exercise all the powers of the Board of Directors subject to such limitations as the Board of Directors may impose and that lay strictly within the mission, values and approved plans of the organization. The Advisory Committee shall keep minutes of its proceedings and report same to the Board of Directors for ratification.

B. The Finance Committee.

The Treasurer of the Board of Directors shall serve as chair of the Finance Committee. Membership shall include the Chairman of the organization and other Board members, as designated by the Board of Directors. The duties of the committee shall be to act for and advise the Board of Directors in regularly examining all funds, investments and properties of the organization, and to advise the President and financial staff officer on all accounting and fiscal activities and procedures to be followed. The Finance Committee maintains oversight responsibilities for the corporation's financial condition.

The Finance Committee shall also serve as the Audit Committee, arranging for and reviewing an annual review to be conducted by an independent certified public accounting firm and reporting the findings and recommendations to the Board of Directors. The Committee shall approve receipt of all proposed gifts of real estate, bargain sales and closely held stock. They shall also be responsible for recommending policies and procedures relative to investments, asset allocations, payout and fee schedules.

XI. RECORD KEEPING

A. General

The permanent files of record of the Jehovah Jireh Village Community Development Center, Inc. shall be kept by the Board President or Secretary and shall be stored in the administrative offices of the Jehovah Jireh Village Community Development Center, Inc.

The Secretary shall be responsible for taking (or causing to be taken) the minutes of the Board. Copies of all such minutes shall be sent to all members of the Board. The Secretary is responsible for ensuring that the Jehovah Jireh Village Community Development Center, Inc. maintain full and complete files of these minutes, which files shall be kept by the Secretary and stored in the administrative office.

All Board Committees will take minutes of their meetings and lodge these with the Secretary for filing.

The Jehovah Jireh Village Community Development Center, Inc. will take meeting minutes in an action format, with any report documents available being attached. Board members have the option of requesting specific statements be included.

The Treasurer is responsible for ensuring that the Jehovah Jireh Village Community Development Center, Inc. maintain a complete set of financial records. These records will be kept by the Treasurer and Board President and stored in the school administrative office.

The database of individual members and/or donors to the Jehovah Jireh Village Community Development Center, Inc. shall be kept by the Board President. These lists will be maintained and updated monthly and stored in the school administrative office.

These database lists of individual donors will be maintained and updated weekly, and letters of thanks will be sent to all donors monthly.

The membership database is the sole property of Jehovah Jireh Village Community Development Center, Inc. The Jehovah Jireh Village Community Development Center, Inc. will not exchange lists or sell membership data unless approved by the Board on a case by case basis.

The Board President and Secretary are responsible for determining which other files need to be kept on a long term or permanent basis.

The Treasurer shall prepare and cause to be filed all required local, state and federal tax and legal filings.

B. <u>Financial Records</u>

Official copies of the records of account and the check registers shall be maintained by the Treasurer. Copies will be provided to the office of the Treasurer as needed.

C. <u>Inventory of Assets</u>

The Secretary will maintain, or cause to be maintained, an inventory of all physical assets acquired using Jehovah Jireh Village Community Development Center, Inc. funds costing in

excess of $1,000, plus all physical assets donated to the Jehovah Jireh Village Community Development Center, Inc. valued at more than $1,000 at the time of acquisition.

When assets on the inventory are sold or otherwise disposed of, this should be noted with appropriate explanatory detail in the inventory records.

D. Calendar

An organizational calendar of events will be kept with the Secretary.

E. Additional Policy Documents

The Board shall cause to be kept by the Executive Director the following policy documents:

Procedures and Policy Manual (this document)
Gift Acceptance Policy

F. Banking and Investments

The Jehovah Jireh Village Community Development Center, Inc. shall maintain a checking account at Community Bank of Texas N.A. A policy for handling, managing and investing "surplus" funds will be developed by the Board of Directors.

XII. EQUIPMENT

For financial record keeping, all equipment will be expensed as purchased up to the legal limit. Records will be kept, however, of what equipment the Jehovah Jireh Village Community Development Center, Inc. has acquired. (see above). The operating manuals for all new equipment will be kept by the Secretary.

Jehovah Jireh Village Community Development Center, Inc. equipment may be loaned to other organizations on a temporary basis subject to the approval of the Board President. Surplus equipment may be donated to member organizations at the discretion of the Board President

Maintenance contracts will be purchased when it is economical to do so.

Attachment G.2. Organization Charts

Organizational Design Chart

CAPACITY & YEAR 1

THE ROYAL AMBASSADOR CHARTER ACADEMY

Attachment G.3. Ethics and COI Policies

The Royal Ambassador Academy Ethics and Conflict of Interest Policies

Code of Ethics

The Royal Ambassador Academy has adopted a code of ethics to guide its board members, committee members and staff in their conduct when acting on behalf of the school.

The Code contains broad principles reflecting the types of behavior the Royal Ambassador Academy expects towards constituents, donors, employees, peers, and students. This policy is not intended as a stand-alone policy. It does not embody the totality of the Royal Ambassador ethical standards, nor does it answer every ethical question or issue that might arise. Rather, it is one element of a broader effort to create and maintain a quality organization that gives ethical conduct the highest priority. This Code will be reviewed annually.

Board members, committee members and staff should:

1. Listen to our stakeholders and make all reasonable efforts to satisfy their needs and concerns within the scope of our mission, and to strive for excellence and innovation and demonstrate professional respect and responsiveness to constituents, donors, parents and others.
2. Make an effort to understand, respect and support our constituents from other cultures, exemplified by the contributions of our staff and executive leadership, and to contribute to an organizational culture that respects the diverse, individual contributions of staff and leadership.
3. Respect the confidentiality of sensitive information about the Royal Ambassador Academy, its students, staff, donors, and board.
4. Comply with applicable federal, state and local laws, regulations and fiduciary responsibilities in an effort to create transparency in all of our operations.
5. For the board of directors, provide credible and effective oversight to the organization's work without personal bias.
6. Not accept commissions, gifts, payments, loans, and promises of future benefits or other items of value from anyone who has or may seek some benefit from the Royal Ambassador Academy in return, other than occasional gifts of nominal value that are in keeping with good business ethics.
7. Abide by the governing documents and policies of the Royal Ambassador Academy.
8. Be accountable for adhering to this Code of Ethics.
9. Implement and follow a Conflict of Interest Policy.
10. Act at all times in accordance with the highest ethical standards and in the best interest of the Royal Ambassador Academy, its members, constituents, donors and reputation.
11. Openly and honestly tell the truth.
12. Honor our commitments and promises to the best of our abilities.
13. Appropriately acknowledge contributions from other individuals and organizations who help facilitate our goals.
14. Not be deceptive in our fundraising activities or in prospecting for new members to join the Royal Ambassador Academy.
15. Advocate for all nonprofit organizations, but not for any specific initiative - being respectful to the sector as a whole.
16. Not lobby with the intent to influence individual candidates.

Compliance, Monitoring and Reporting
JJV as the sponsoring entity will be responsible for communicating this code of ethics to all members of the board of directors. The board of directors will be responsible for ensuring all leadership staff adheres to the code, and the superintendent will communicate the code to the school's staff.

CONFLICT OF INTEREST POLICY

SECTION 1. PURPOSE:
The Royal Ambassador Academy is a nonprofit, tax-exempt organization. Maintenance of its tax-exempt status is important both for its continued financial stability and for public support. Therefore, the IRS as well as state regulatory and tax officials view the operations of the Royal Ambassador Academy as a public trust, which is subject to scrutiny by and accountable to such governmental authorities as well as to members of the public.
Consequently, there exists between the Royal Ambassador Academy and its board, officers, and management employees and the public, a fiduciary duty, which carries with it a broad and unbending duty of loyalty and fidelity. The board, officers, and management employees have the responsibility of administering the affairs of the Royal Ambassador Academy honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the Royal Ambassador Academy. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with the Royal Ambassador Academy or knowledge gained therefrom for their personal benefit. The interests of the organization must be the first priority in all decisions and actions.

SECTION 2. PERSONS CONCERNED:
This statement is directed not only to directors and officers, but to all employees who can influence the actions of the Royal Ambassador Academy. For example, this would include all who make purchasing decisions, all persons who might be described as "management personnel," and anyone who has proprietary information concerning the Royal Ambassador Academy.

SECTION 3. AREAS IN WHICH CONFLICT MAY ARISE:
Conflicts of interest may arise in the relations of directors, officers, and management employees with any of the following third parties:

1. Persons and firms supplying goods and services to the Royal Ambassador Academy.
2. Persons and firms from whom the Royal Ambassador Academy leases property and equipment.
3. Persons and firms with whom the Royal Ambassador Academy is dealing or planning to deal in connection with the gift, purchase or sale of real estate, securities, or other property.
4. Competing or affinity organizations.
5. Donors and others supporting the Royal Ambassador Academy.
6. Agencies, organizations and associations which affect the operations of the Royal Ambassador Academy.
7. Family members, friends, and other employees.

SECTION 4. NATURE OF CONFLICTING INTEREST:
A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned in Section 3. Such an interest might arise through:

1. Owning stock or holding debt or other proprietary interests in any third party dealing with the Royal Ambassador Academy.
2. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Royal Ambassador Academy.
3. Receiving remuneration for services with respect to individual transactions involving the Royal Ambassador Academy.
4. Using the Royal Ambassador Academy's time, personnel, equipment, supplies, or good will for other than the Royal Ambassador Academy -approved activities, programs, and purposes.
5. Receiving personal gifts or loans from third parties dealing or competing with the Royal Ambassador Academy. Receipt of any gift is disapproved except gifts of a value less than $50, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

SECTION 5. INTERPRETATION OF THIS STATEMENT OF POLICY:
The areas of conflicting interest listed in Section 3, and the relations in those areas which may give rise to conflict, as listed in Section 4, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, and management employees will recognize such areas and relation by analogy.
The fact that one of the interests described in Section 4 exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of the Royal Ambassador Academy.
However, it is the policy of the board that the existence of any of the interests described in Section 4 shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

SECTION 6. DISCLOSURE POLICY AND PROCEDURE:
Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed;
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction;
3. A competitive bid or comparable valuation exists; and
4. The [board or a duly constituted committee thereof] has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the chief executive officer (or if she or he is the one with the conflict, then to the board chair), who shall bring the matter to the attention of the [board or a duly constituted committee thereof]. Disclosure involving directors should be made to the board chair, (or if she or he is the one with the conflict, then to the board vice-chair) who shall bring these matters to the [board or a duly constituted committee thereof]. The [board or a duly constituted committee thereof] shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to the Royal Ambassador Academy The decision of the [board or a duly constituted committee thereof] on these matters will rest in their sole discretion, and their concern must be the welfare of the Royal Ambassador Academy and the advancement of its purpose.

CONFLICT OF INTEREST DISCLOSURE STATEMENT

Preliminary note: In order to be more comprehensive, this statement of disclosure also requires you to provide information with respect to certain parties that are related to you. These persons are termed “affiliated persons” and include the following:

a. your spouse, domestic partner, child, mother, father, brother or sister;
b. any corporation or organization of which you are a board member, an officer, a partner, participate in management or are employed by, or are, directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; and
c. any trust or other estate in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

CONFLICT OF INTEREST DISCLOSURE STATEMENT

1. NAME OF EMPLOYEE OR BOARD MEMBER: (Please print)
_____
2. CAPACITY: _____board of directors
_____officer
_____committee member
_____staff (position): _____
3. Have you or any of your affiliated persons provided services or property to the Royal Ambassador Academy in the past year?
_____YES _____NO
If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:
_____
_____
_____
4. Have you or any of your affiliated persons purchased services or property from the Royal Ambassador Academy in the past year?
_____YES _____NO
If yes, please describe the purchased services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:
_____
_____
_____
5. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which the Royal Ambassador Academy was or is a party?
_____YES _____NO
If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:
_____
_____
_____
6. Were you or any of your affiliated persons indebted to pay money to the Royal Ambassador Academy at any time in the past year (other than travel advances or the like)?
_____YES _____NO
If yes, please describe the indebtedness and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:
_____
_____
_____
7. In the past year, did you or any of your affiliated persons receive, or become entitled to

receive, directly or indirectly, any personal benefits from the Royal Ambassador Academy or as a result of your relationship with the Royal Ambassador Academy, that in the aggregate could be valued in excess of $1,000, that were not or will not be compensation directly related to your duties to the Royal Ambassador Academy?

_____YES _____NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

_____

_____

_____

8. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving the Royal Ambassador Academy?

_____YES _____NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

_____

_____

_____

9. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur in the future that you believe should be examined by the Royal Ambassador Academy's [board or a duly constituted committee thereof] in accordance with the terms and intent of the Royal Ambassador Academy's conflict of interest policy?

_____YES _____NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

_____

_____

_____

I HERBY CONFIRM that I have read and understand the Royal Ambassador Academy's conflict of interest policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify [designated officer or director] immediately.

_____ _____

Signature Date

GIFT POLICY AND DISCLOSURE FORM

As part of its conflict of interest policy, the Royal Ambassador Academy requires that directors, officers and employees decline to accept certain gifts, consideration or remuneration from individuals or companies that seek to do business with the Royal Ambassador Academy or are a competitor of it. This policy and disclosure form is intended to implement that prohibition on gifts.

Section 1. "Responsible Person" is any person serving as an officer, employee or a member of the board of directors of the Royal Ambassador Academy.

Section 2. "Family Member" is a spouse, domestic partner, parent, child or spouse of a child, or a brother, sister, or spouse of a brother or sister, of a Responsible Person.

Section 3. "Contract or Transaction" is any agreement or relationship involving the sale or purchase of goods, services or rights of any kind, receipt of a loan or grant, or the establishment of any other pecuniary relationship. The making of a gift to the Royal Ambassador Academy is not a "contract" or "transaction."

Section 4. Prohibited gifts, gratuities and entertainment. Except as approved by the Chairman of the Board or his designee or for gifts of a value less than $50 which could not be refused without discourtesy, no Responsible Person or
Family Member shall accept gifts, entertainment or other favors from any person or entity which:

1. Does or seeks to do business with the Royal Ambassador Academy or,
2. Does or seeks to compete with the Royal Ambassador Academy,
3. Has received, is receiving, or is seeking to receive a Contract or Transaction with the Royal Ambassador Academy.

GIFT STATEMENT

I certify that I have read the above policy concerning gifts, and I agree that I will not accept gifts, entertainment or other favors from any individual or entity, which would be prohibited by the above policy. Following my initial statement, I agree to provide a signed statement at the end of each calendar year certifying that I have not received any such gifts, entertainment or other favors during the preceding year.

_____ _____

Signature Date

Filling Board Member Vacancies

In order for the school's vision to outlive the active involvement of its founders and original governing board, the vision must be passed to others within the charter school community who can guard the vision and groom prospective governing board members. Our initial governing board will be responsible for grooming future board members. Ad hoc advisory committees to the governing board (curriculum committees, fundraising committees, hiring committees, and accountability committees) will serve as the board's training ground in which current board members will be alert to people exhibiting the desired qualities for members of the governing board. When good prospective members for the governing board are identified, it will be the responsibility of the current governing board to ensure that opportunities are available for these people to continuously increase their understanding of the charter school's vision and mission and to expand their responsibility in upholding it. In addition, as leadership opportunities within the various committees become available, such people should be asked to fill the roles. Board members should be regularly searching for future board members who can fill the knowledge and expertise gaps in the current board.

Attachment MO.1. Contract

Applications Involving Charter Management Organizations

This section does not apply to us.

Attachment MO.2. CMO Organization Charts

Applications Involving Charter Management Organizations

This section does not apply to us.

Attachment MO.3. Litigation Documents

Applications Involving Charter Management Organizations

This section does not apply to us.

Attachment MO.4. CMO Financials

Applications Involving Charter Management Organizations

This section does not apply to us.

Attachment O.1. Calendar and Schedule

Proposed 2015-2016 Royal Ambassador Academy Calendar

July 2015

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

August 2015

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

September 2015

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

October 2015

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

November 2015

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

December 2015

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

Teacher Inservice/Work Days (Student Holidays)

Teacher Inservice Days	August 3, 2015
	August 4, 2015
	August 5, 2015
	August 6, 2015
	August 7, 2015
	May 31, 2016
Parent/Teacher Conferences (PM Only)	October 30, 2015 (PM)
	March 4, 2016 (PM)
Teacher Work Days	August 10, 2015
	August 11, 2015
	June 1, 2016

Student & Staff Holidays

Independence Day	July 3, 2015
Labor Day	September 7, 2015
Thanksgiving Break	November 23 - 27, 2015
Christmas/Winter Break	Dec. 21, 2015 - Jan. 1, 2016
Martin L. King Jr. Day	January 18, 2016
Spring Break	March 7 - 11, 2016
Memorial Day	May 30, 2016

Important Dates

First Day for Students	August 12, 2015
Parent/Teacher Conferences	October 30, 2015
	March 4, 2016
Open House	September 29, 2015
Last Day for Students	May 27, 2016

Bad Weather Days

March 25 & May 31, 2016
(Holiday if not used for inclement weather)

Nine Week Grading Periods

Instructional Days 185 (1st Sem. 92 days; 2nd Sem. 93 days)

Period	Dates	Progress Reports	Report Cards
1st	08/12/15 - 10/16/15	09/14/15	10/26/15
2nd	10/19/15 - 01/08/15	11/16/15	01/19/16
3rd	01/11/15 - 03/24/10	02/19/15	04/04/16
4th	03/28/10 - 06/01/10	05/02/15	05/27/16

Legend

h	Holiday
i	Inservice Day
w	Teacher Work Day
b	Bad Weather Make-Up Day

Royal Ambassador Academy
Proposed Calendar

January 2016

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

February 2016

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

March 2016

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

April 2016

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

May 2016

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

June 2016

S	M	T	W	T	F	S
			1w	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		

Royal Ambassador Academy

Sample Daily Schedule for AM Pre-Kindergarten

Time	Activity
8:00 – 8:15 a.m.	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., early literacy activity, vocabulary building). • Plan for learning for the day.
9:00 – 9:45 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)
9:45 a.m. – 10:15 a.m.	Recess and/or Physical Education
10:15 – 10:45 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)
10:45 – 11:00 a.m.	Closing Circle Time and plan for tomorrow

Royal Ambassador Academy
Sample Daily Schedule for PM Pre-Kindergarten

Time	Activity
12:00 – 12:15 p.m.	Children arrive and prepare for the day
12:15 – 1:00 p.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., early literacy activity, vocabulary building). • Plan for learning for the day.
1:00 – 1:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)
1:45 a.m. – 2:15 p.m.	Recess and/or Physical Education
2:15 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)
2:45 – 3:00 p.m.	Closing Circle Time and plan for tomorrow

Royal Ambassador Academy
Sample Daily Schedule for Kindergarten

Time	Activity
8:00 – 8:15 a.m.	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). • Plan for learning for the day.
9:00 – 11:15 a.m.	Uninterrupted Work Cycle Time/ Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)
11:15 – 11:45 a.m.	Lunch Time
11:45 a.m. – 12:15 p.m.	Recess and/or Physical Education
12:15 – 1:00 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts
1:00 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Lessons/ Individual Meetings with Teachers/Small Group Activities (Content areas: reading/language arts; mathematics; science; social studies)
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow

Royal Ambassador Academy
Sample Daily Schedule for First Grade

Time	Activity
8:00 – 8:15 a.m.	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). • Plan for learning for the day.
9:00 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)
11:15 – 11:45 a.m.	Lunch Time
11:45 a.m. – 12:15 p.m.	Recess and/or Physical Education
12:15 – 1:00 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts
1:00 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow

Royal Ambassador Academy
Sample Daily Schedule for Second Grade

Time	Activity
8:00 – 8:15 a.m.	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). • Plan for learning for the day.
9:00 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)
11:15 a.m. – 12:00 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts
12:00 – 12:30 p.m.	Lunch Time
12:30 – 1:00 p.m.	Recess and/or Physical Education
1:00 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow

Royal Ambassador Academy
Sample Daily Schedule for Third Grade

Time	Activity
8:00 – 8:15 a.m.	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). • Plan for learning for the day.
9:00 – 9:45 a.m.	Literature Groups
9:45 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)
11:15 – 11:45 a.m.	Recess and/or Physical Education
11:45 a.m. – 12:00 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts
12:30 – 1:00 p.m.	Lunch Time
1:00 – 1:45 p.m.	Mathematics Groups
1:45 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow

Royal Ambassador Academy
Sample Daily Schedule for Fourth Grade

Time	Activity
8:00 – 8:15 a.m.	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). • Plan for learning for the day.
9:00 – 9:45 a.m.	Mathematics Groups
9:45 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)
11:15 – 11:45 a.m.	Recess and/or Physical Education
11:45 a.m. – 12:30 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts
12:30 – 1:00 p.m.	Lunch Time
1:00 – 1:45 p.m.	Literature Groups
1:45 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow

Royal Ambassador Academy

Sample Weekly Schedule for AM Pre-Kindergarten

Time	Monday – Thursday	Friday
8:00 – 8:15 a.m.	Children arrive and prepare for the day	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). Plan for learning for the day.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Plan for learning for the day.
9:00 – 9:45 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)	Field Trip or Project-based/Service learning Activity or Group Activity or Project
9:45 – 10:15 a.m.	Recess and/or Physical Education	

Royal Ambassador Academy
Sample Weekly Schedule for AM Pre-Kindergarten

Time	Monday – Thursday	Friday
10:15 – 10:45 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)	Mentoring (Single Gender Mentoring, Individual Mentoring, Or Community Resources Speaker & Discussion) And/or Exploratory Activities (STEAM-related, Fine arts exploration and/or General Interests exploration)
10:45 – 11:00 a.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow	Closing Circle Time, review any homework assignments, and plan for next week

Royal Ambassador Academy
Sample Weekly Schedule for PM Pre-Kindergarten

Time	Monday – Thursday	Friday
12:00 – 12:15 p.m.	Children arrive and prepare for the day	Children arrive and prepare for the day
12:15 – 1:00 p.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). Plan for learning for the day.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Plan for learning for the day.
1:00 – 1:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)	Field Trip or Project-based/Service learning Activity or Group Activity or Project
1:45 a.m. – 2:15 p.m.	Recess and/or Physical Education	

Royal Ambassador Academy
Sample Weekly Schedule for PM Pre-Kindergarten

Time	Monday – Thursday	Friday
2:15 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: early literacy; mathematics; science; social studies)	Mentoring (Single Gender Mentoring, Individual Mentoring, Or Community Resources Speaker & Discussion) And/or Exploratory Activities (STEAM-related, Fine arts exploration and/or General Interests exploration)
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow	Closing Circle Time, review any homework assignments, and plan for next week

Royal Ambassador Academy
Sample Weekly Schedule for Kindergarten

Time	Monday – Thursday	Friday
8:00 – 8:15 a.m.	Children arrive and prepare for the day	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). Plan for learning for the day.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Plan for learning for the day.
9:00 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)	Field Trip or Project-based/Service learning Activity or Group Activity or Project
11:15 – 11:45 a.m.	Lunch Time	

Royal Ambassador Academy
Sample Weekly Schedule for Kindergarten

Time	Monday – Thursday	Friday
11:45 a.m. – 12:15 p.m.	Recess and/or Physical Education	Lunch Time
12:15 – 1:00 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts	Recess and/or Physical Education
1:00 – 1:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)	"Power Hour Mentoring" Single Gender Mentoring Or Individual Mentoring Or Community Resources Speaker & Discussion
1:45 – 2:45 p.m.		Exploratory Activities • Academic Enrichment, exploration • STEAM-related exploration • Fine arts exploration • General Interests exploration
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow	Closing Circle Time, review any homework assignments, and plan for next week

Royal Ambassador Academy
Sample Weekly Schedule for First Grade

Time	Monday – Thursday	Friday
8:00 – 8:15 a.m.	Children arrive and prepare for the day	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). Plan for learning for the day.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Plan for learning for the day.
9:00 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)	Field Trip or Project-based/Service learning Activity or Group Activity or Project
11:15 – 11:45 a.m.	Lunch Time	

Royal Ambassador Academy
Sample Weekly Schedule for First Grade

Time	Monday – Thursday	Friday
11:45 a.m. – 12:15 p.m.	Recess and/or Physical Education	Lunch Time
12:15 – 1:00 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts	Recess and/or Physical Education
1:00 – 1:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)	"Power Hour Mentoring" Single Gender Mentoring Or Individual Mentoring Or Community Resources Speaker & Discussion
1:45 – 2:45 p.m.		Exploratory Activities • Academic Enrichment, exploration • STEAM-related exploration • Fine arts exploration • General Interests exploration
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow	Closing Circle Time, review any homework assignments, and plan for next week

Royal Ambassador Academy
Sample Weekly Schedule for Second Grade

Time	Monday – Thursday	Friday
8:00 – 8:15 a.m.	Children arrive and prepare for the day	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). Plan for learning for the day.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Plan for learning for the day.
9:00 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)	Field Trip or Project-based/Service learning Activity or Group Activity or Project
11:15 a.m. – 12:00 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts	

Royal Ambassador Academy
Sample Weekly Schedule for Second Grade

Time	Monday – Thursday	Friday
12:00 – 12:30 p.m.	Lunch Time	Lunch Time
12:30 – 1:00 p.m.	Recess and/or Physical Education	Recess and/or Physical Education
1:00 – 1:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)	"Power Hour Mentoring" Single Gender Mentoring Or Individual Mentoring Or Community Resources Speaker & Discussion
1:45 – 2:45 p.m.		Exploratory Activities • Academic Enrichment, exploration • STEAM-related exploration • Fine arts exploration • General Interests exploration
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow	Closing Circle Time, review any homework assignments, and plan for next week

Royal Ambassador Academy
Sample Weekly Schedule for Third Grade

<table>
<tr><th>Time</th><th>Monday – Thursday</th><th>Friday</th></tr>
<tr><td>8:00 – 8:15 a.m.</td><td>Children arrive and prepare for the day</td><td>Children arrive and prepare for the day</td></tr>
<tr><td>8:15 – 9:00 a.m.</td><td>Opening Circle Activities:
• Pledges and the Royal Ambassador Creed; Moment of silence.
• Review the calendar and discuss special days for this week.
• Discuss character word of the month.
• Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building).
Plan for learning for the day.</td><td>Opening Circle Activities:
• Pledges and the Royal Ambassador Creed; Moment of silence.
• Review the calendar and discuss special days for this week.
• Discuss character word of the month.
• Plan for learning for the day.</td></tr>
<tr><td>9:00 – 9:45 a.m.</td><td>Literature Groups</td><td rowspan="4">Field Trip
or
Project-based/Service learning Activity
or
Group Activity or Project

AND

Recess and/or Physical Education</td></tr>
<tr><td>9:45 – 11:15 a.m.</td><td>Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons
(Content areas: reading/language arts; mathematics; science; social studies)</td></tr>
<tr><td>11:15 – 11:45 a.m.</td><td>Recess and/or Physical Education</td></tr>
<tr><td>11:45 a.m. –
12:00 p.m.</td><td>“Special”/Enrichment Activity:
Library, Music, Fine Arts, Physical Education, Cultural Arts</td></tr>
</table>

Royal Ambassador Academy
Sample Weekly Schedule for Third Grade

Time	Monday – Thursday	Friday
12:30 – 1:00 p.m.	Lunch Time	Lunch Time
1:00 – 1:45 p.m.	Mathematics Groups	"Power Hour Mentoring" Single Gender Mentoring Or Individual Mentoring Or Community Resources Speaker & Discussion
1:45 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)	Exploratory Activities • Academic Enrichment, exploration • STEAM-related exploration • Fine arts exploration • General Interests exploration
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow	Closing Circle Time, review any homework assignments, and plan for next week

Royal Ambassador Academy
Sample Weekly Schedule for Fourth Grade

Time	Monday – Thursday	Friday
8:00 – 8:15 a.m.	Children arrive and prepare for the day	Children arrive and prepare for the day
8:15 – 9:00 a.m.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Direct instruction lesson, as appropriate (i.e., reading comprehension activity, vocabulary building). Plan for learning for the day.	Opening Circle Activities: • Pledges and the Royal Ambassador Creed; Moment of silence. • Review the calendar and discuss special days for this week. • Discuss character word of the month. • Plan for learning for the day.
9:00 – 9:45 a.m.	Mathematics Groups	Field Trip or Project-based/Service learning Activity or Group Activity or Project AND Recess and/or Physical Education
9:45 – 11:15 a.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons (Content areas: reading/language arts; mathematics; science; social studies)	
11:15 – 11:45 a.m.	Recess and/or Physical Education	
11:45 a.m. – 12:30 p.m.	"Special"/Enrichment Activity: Library, Music, Fine Arts, Physical Education, Cultural Arts	

Royal Ambassador Academy
Sample Weekly Schedule for Fourth Grade

Time	Monday – Thursday	Friday
12:30 – 1:00 p.m.	Lunch Time	Lunch Time
1:00 – 1:45 p.m.	Literature Groups	"Power Hour Mentoring" Single Gender Mentoring Or Individual Mentoring Or Community Resources Speaker & Discussion
1:45 – 2:45 p.m.	Uninterrupted Work Cycle Time/Individual Meetings with Teachers/Individual Lessons/Small Group Activities/ Meetings & Projects (Content areas: reading/language arts; mathematics; science; social studies)	Exploratory Activities • Academic Enrichment, exploration • STEAM-related exploration • Fine arts exploration • General Interests exploration
2:45 – 3:00 p.m.	Closing Circle Time, review any homework assignments, and plan for tomorrow	Closing Circle Time, review any homework assignments, and plan for next week

Attachment O.2. Admission and Enrollment

The Royal Ambassador Academy - Student Admissions and Enrollment Policies

Applications for admissions will begin on January 1 and end on February 15. If February 15 falls on the weekend, the application deadline will be the first business day of the next week.

The Royal Ambassador Academy will admit students in accordance with TEC, 25.001 and will require submission of a completed application. The student's application document must be completed by a parent (s) or legal guardian(s). The application will contain the following:

- Student's name
- Student's birth date
- Student's current grade level
- Student's current school
- Student's home address
- Parent/guardian (name, address and phone number(s)
- Parent/guardian signatures

After the conclusion of the application period, applications will be counted to determine if any grade level has received more applications than available seats. If so, the school will hold a public random drawing (lottery) to determine the students who will receive placement at the school. The lottery will be conducted in accordance with state law and guidelines established by the U.S. Department of Education.

Exemptions to the (lottery) will apply to returning students. Returning students must submit a re-enrollment form during the application period indicating their intent to attend the school the following year. Siblings of currently enrolled students and Staff of The Royal Ambassador Academy will also be exempt from the lottery.

Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;

WAITING LIST

Students who were not selected through the lottery will be given the option to be placed on the wait list. All remaining names will be randomly selected to determine wait list priority. Applications that were submitted after the application period will be placed on the list, after the lottery participants; in the order the applications were received.

WITHDRAWAL

A parent or guardian wishing to withdraw a minor student shall present a signed request stating the reason for the withdrawal.

RE-ENROLLMENT

Returning students must submit a re-enrollment form during the application period indicating their intent to attend the school the following year. Siblings of currently enrolled students and Staff of The Royal Ambassador Academy will be exempt from the lottery.

TRANSFERS
Before granting credit, the District shall validate, by testing or other evidence, that any course taken by a student at a non-accredited public, private, or parochial school meets State Board requirements.

The Royal Ambassador Academy will not discriminate on the basis of gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend.

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

EXCEPTIONS
Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

The enrollment deadline for applications will be June 1st. If vacancies are open applicants on the wait list will be considered for admissions.

All students enrolling to attend the Royal Ambassador Academy will be asked to submit the following information:

- Birth certificate or other proof of student's identity
- Social Security Card
- Medical history to include immunization records
- Student's records and transcripts
- Home Language Questionnaire
- Emergency Medical Information Document
- Proof of residency within the school's defined enrollment boundary

The Royal Ambassador Academy will not require students to audition as a prerequisite for admission.

Attachment O.3. Discipline Policy

The Royal Ambassador Academy Student Discipline Policy

Student and Staff Code of Conduct

As required by state law, the Royal Ambassador Academy board of directors has officially adopted the Student and Staff Code of Conduct in order to promote a safe and orderly learning environment for every student. We urge you to read this document thoroughly and discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

We acknowledge that we have received a copy of the Royal Ambassador Student Code of Conduct for the 2015–2016 school year and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

Print name of student:

Signature of student:

Print name of parent:

Signature of parent:

Printed name of staff:

Signature of staff:

Date:

Grade level:

Please sign this page, remove it and return it to the Royal Ambassador Academy. Thank you.

STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the school's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension or expulsion from school.

This ***Student Code of Conduct*** has been adopted by the ***the Royal Ambassador Academy Board of Directors*** and developed with the advice of the Academic Committee for Excellence, otherwise known as ACE. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the school's website. Parents shall be notified of any conduct violation that may result in a student being suspended or expelled.

Because the Student Code of Conduct is adopted by the board of directors, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School Authority and Jurisdiction

School rules and the authority of the school to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The school has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on school transportation;

2. During lunch periods;

3. While the student is in attendance at any school-related activity, regardless of time or location;

4. For any school-related misconduct, regardless of time or location;

5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;

6. When criminal mischief is committed on or off school property or at a school-related event;

7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;

8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;

9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and

10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker, back pack or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Revoking Nonresident Student Transfers

The school has the right to revoke the transfer of a nonresident student for violating the district's Code.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension or expulsion during the semester immediately preceding graduation.

Standards for Student Conduct

Each student is expected to:

• Demonstrate courtesy, even when others do not.

• Behave in a responsible manner, always exercising self-discipline.

• Attend all classes, regularly and on time.

• Prepare for each class; take appropriate materials and assignments to class.

• Meet school standards of grooming and dress.

• Obey all campus and classroom rules.

• Respect the rights and privileges of students, teachers, and other district staff and volunteers.

• Respect the property of others, including district property and facilities.

• Cooperate with and assist the school staff in maintaining safety, order, and discipline.

• Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the school or others secured for school purposes, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting and or the Royal Ambassador Academy as detailed in that section.

Disregard for Authority

Students shall not:

• Fail to comply with directives given by school personnel (insubordination).

• Leave school grounds or school-sponsored events without permission.

• Disobey rules for conduct on vehicles.

• Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others Students

shall not:

• Use profanity or vulgar language or make obscene gestures or drawings.

• Fight or scuffle.

• Threaten a student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.

• Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)

• Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.

• Engage in inappropriate or indecent exposure of private body parts.

• Participate in hazing. (See glossary.)

• Cause an individual to act through the use of or threat of force (coercion).

• Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).

• Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

• Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

• Damage or vandalize property owned by others. (For felony criminal mischief see Expulsion.)

• Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.

• Steal from students, staff, or the school. Disrespect the rights or property of students, staff, volunteers or the community.

• Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see Expulsion.)

Possession of Prohibited Items

Students shall not possess or use:

• Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;

• A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;

• A “look-alike” weapon;

• An air gun or BB gun;

• Ammunition;

• A stun gun (i.e. taser or any other devise that delivers an electronic shock);

• A pocketknife or any other small knife;

• Mace or pepper spray;

• Pornographic material;

• Tobacco products, including electronic cigarettes;

• Matches or a lighter;

• A laser pointer for other than an approved use; or

• Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see Expulsion.)

Possession of Telecommunications or Other Electronic Devices Students shall not:

• Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school instructional day unless it is authorized for instructional purposes or by the principal or designees. Texting is not allowed unless a part of instruction or authorized by an administrator.

- If electronic devices or confiscated, this may result in a warning or a fine.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

• Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see Expulsion.)

• Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for "paraphernalia.")

- Students are not to carry or ingest any medicines on school premises without the school nurse's approval. If a student must take any type of medication upon a doctor's prescription, parents must notify the school nurse of this fact and arrange to leave the medicine with the nurse in the Health Suite. Parents must bring medicines to the nurse.

• Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.

• Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See glossary for "abuse.")

• Abuse over-the-counter drugs. (See glossary for "abuse.") Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for "under the influence.")

• Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet Students shall not:

• Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.

• Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.

• Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.

• Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.

• Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment.

• Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

• Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.

• Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.

• Make false accusations or perpetrate hoaxes regarding school safety.

• Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.

• Throw objects that can cause bodily injury or property damage.

• Discharge a fire extinguisher without valid cause. Tampering with any fire safety equipment.

Miscellaneous Offenses

Students shall not:

• Violate dress and grooming standards as communicated in the student handbook.

• Cheat or copy the work of another.

• Gamble.

• Falsify records, passes, or other school-related documents.

• Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.

• Repeatedly violate other communicated campus or classroom standards of conduct.

The school may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Removal from the School Transportation

A bus driver may refer a student to the principal's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's transportation privileges, for violations of the Student Code of Conduct.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or

2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn. A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be expelled. When removing for those reasons, the procedures in the subsequent sections on expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The administrator shall give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

• Another appropriate classroom.

• Out-of-school suspension.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct Students may be suspended for any behavior listed in the Code as a general conduct violation or expellable offense. In deciding whether to order out-of-school suspension, the school shall take into consideration:

1. Self-defense (see glossary),

2. Intent or lack of intent at the time the student engaged in the conduct, and

3. The student's disciplinary history.

Process State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the appropriate administrator, but shall not exceed three school days.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Mandatory Suspension or Expulsion:

• Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)

• Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in conduct punishable as a felony.
- Commits an assault (see glossary) under Texas Penal Code 22.01(a) (1).
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.

• Engages in expellable conduct and is between six and nine years of age.

• Commits a federal firearms violation and is younger than six years of age.

• Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)

• Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see glossary),

2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or

3. The principal or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate suspension or expulsion.

Process

Suspension and Expulsion shall be made by the Principal or other designated administrator.

Conference

When a student is suspended or expelled, the appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Coursework Notice

The parent or guardian of a student suspended or expelled, shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding the process used for the placement decision, such as issues related to the administrator's handling of the conference or proper notice being provided, should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office. Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to suspend or expel a student cannot be appealed beyond the board.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall notify the school if a student has committed offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or

2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student has committed such conduct, on receiving the notice from the prosecutor, the administrator shall review the student's placement and schedule a review with the student's parent not later than the third day after the administrator or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be suspended or expelled and the student withdraws from the school before a placement order is completed, the school may complete the proceedings and issue a placement order. If the student then reenrolls in the school during the same or a subsequent school year, the school may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district.

Emergency Placement Procedure

When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for suspension or expulsion.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,

2. Will be detrimental to the educational process, or

3. Is not in the best interests of the district's students.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

• Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;

• Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;

• Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;

• Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or

• Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,

2. The location at which the conduct occurred,

3. Whether the conduct occurred while the student was enrolled in the school, or

4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,

2. Will be detrimental to the educational process, or

3. Is not in the best interest of the district's students. Any decision of the board or the board's designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),

2. Intent or lack of intent at the time the student engaged in the conduct, and

3. The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student may be expelled for:

• Engaging in the following, no matter where it takes place:

- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.

• Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:

- Aggravated assault.
- Sexual assault.
- Aggravated sexual assault.
- Murder.
- Capital murder.
- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.

• Breach of computer security. Under the Penal Code, breach of computer security is a permissive expellable offense if a student accesses a school's computers, computer system or computer network and knowingly alters, damages, or deletes district property or information.

• Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

• Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. (See glossary for "under the influence.")

• Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.

• Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.

• Engaging in conduct that contains the elements of assault under Section 22.01(a) (1) against an employee or a volunteer.

• Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student may be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

• Aggravated assault, sexual assault, or aggravated sexual assault.

• Arson. (See glossary.)

• Murder, capital murder, or criminal attempt to commit murder or capital murder.

• Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.

• Continuous sexual abuse of a young child or children.

• Felony drug- or alcohol-related offense.

• Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District or school

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

Mandatory Expulsion: **Misconduct That Requires Expulsion**

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

• Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes:

    • Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.

    • The frame or receiver of any such weapon.

    • Any firearm muffler or firearm weapon.

• Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

• Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:

• A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.

• An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

• A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

• A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)

• Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:

• Aggravated assault, sexual assault, or aggravated sexual assault.

• Arson. (See glossary.)

• Murder, capital murder, or criminal attempt to commit murder or capital murder. • Indecency with a child.

• Aggravated kidnapping.

• Aggravated robbery.

• Manslaughter.

• Criminally negligent homicide.

• Continuous sexual abuse of a young child or children.

• Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.

• Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Emergency

In an emergency, the principal or the principal's designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

• Another appropriate classroom.

• In-school suspension.

• Out-of-school suspension.

• DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the school,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Assistant Superintendent for Administration & Operations shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;

2. Uses or exhibits a deadly weapon; or

3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:

    a. 65 years of age or older, or

    b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:

    a. Any vegetation, fence, or structure on open-space land; or

    b. Any building, habitation, or vehicle:

    1) Knowing that it is within the limits of an incorporated city or town,

    2) Knowing that it is insured against damage or destruction,

    3) Knowing that it is subject to a mortgage or other security interest,

    4) Knowing that it is located on property belonging to another,

    5) Knowing that it has located within it property belonging to another, or

    6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or

3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:

a. Recklessly damages or destroys a building belonging to another, or

b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of directors or the board's designee determines that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student's education or substantially disrupts the operation of a school.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage

or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or

3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or

2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another

student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are accepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;

2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or

4. Conduct that constitutes the offense of:

a. Public lewdness under Section 21.07, Penal Code;

b. Indecent exposure under Section 21.08; Penal Code;

c. Criminal mischief under Section 28.03, Penal Code;

d. Personal hazing under Section 37.152; or

e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

• Behavior that is grounds for permissible expulsion or mandatory DAEP placement.

• Behavior identified by the district as grounds for discretionary DAEP placement.

• Actions or demonstrations that substantially disrupt or materially interfere with school activities.

• Refusal to attempt or complete school work as assigned.

• Insubordination.

• Profanity, vulgar language, or obscene gestures.

• Leaving school grounds without permission.

• Falsification of records, passes, or other school-related documents.

• Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;

2. Place any person in fear of imminent serious bodily injury;

3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;

4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;

5. Place the public or a substantial group of the public in fear of serious bodily injury; or

6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

STUDENT EXPECTATIONS

GUIDELINES ON STUDENT DISCIPLINE

The successful educational progress of a student is highly dependent upon self-discipline. Behavior that interrupts classroom instruction or activities or threatens the safety and welfare of others will not be tolerated. Our primary objective is to educate students. Those who hinder the right of students to acquire an education will face consequences.

However, measures will be put in place to help all faculty, staff and students decrease the occurrence of disciplinary infractions. One such measure is the True Colors or E-Colors program which helps with accountability and learning, personal and team commitment, respect for diversity and thought, building trust, shared values and visions, effective communication and knowing how to respond, relate and consider others' personality traits when making decisions such as correcting behavior. This program will include
all faculty, staff and students.

A. Student Discipline Expectations
The student:

- must abide by the Code of Conduct.
- must abide by discipline management techniques assigned by a teacher or administrator.
- must not be insubordinate to adults.
- must not interfere with the right of others to learn or the teacher's ability to teach.
- should express his or her ideas and opinions in a respectful manner, so as not to offend, demoralize or slander others.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a vehicle owned or operated by the school, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Since the school's primary responsibility in transporting students in school vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

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

Verbal correction, oral or written.

• Cooling-off time.

• Seating changes within the classroom or vehicles owned or operated by the school.

• Temporary confiscation of items that disrupt the educational process.

• Rewards or demerits.

• Behavioral contracts.

• Counseling by teachers, school counselors, or administrative personnel.

• Parent-teacher conferences. Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

• Detention, including outside regular school hours.

• Sending the student to the office or other assigned area, or suspension.

• Assignment of school duties such as cleaning or picking up litter.

• Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.

• Penalties identified in individual student organizations' extracurricular standards of behavior.

• Restriction or revocation of transportation privileges.

• School-assessed and school-administered probation.

• Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.

• Expulsion, as specified in the Expulsion section of this Code.

• Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.

• Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator shall notify a student's parent by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the principal's office.

Consequences shall not be deferred pending the outcome of a grievance.

The Student behavior policies were written with the assumption that the vast majority of The Royal Ambassador Academy students are truly Ambassadors who are cooperative students who respect the personal property and rights of others. However, students who fail to meet their responsibilities face certain actions: exclusion from school may be considered as a temporary suspension, full suspension or expulsion.

Those students, who behave in an unacceptable manner which interrupts the learning process and environment or threatens the safety of others, must participate in any of the action items as assigned:

1. Verbal Warning
2. Counseling by Teacher
3. Counseling by Faculty or Community Mentor
4. Peer Mediation by Mediation Team
5. Character Modification Class (CMC)
6. Written Warning
7. Lunch Detention
8. After School Detention
9. Suspension from school related or extracurricular activities
10. Exclusion from field trips
11. Loss of eligibility for awards and scholarships
12. Disciplinary referral
13. Parental Conference
14. After School Detention
15. Expulsion from school

Teacher Assigned Detention (TAD)

Teachers may require students to report to their or a designated room to serve detention after school to satisfy a classroom violation. Assigned teacher detentions take precedence over student activities that meet after school. Failure to report for teacher detention will result in the student's assignment to an administrative detention.

Administrative Assigned Detention (AAD)

Students are assigned an administrative detention for violations of school rules and regulations that occur, including teacher detention. Failure to attend detentions can result in suspension.

Out of School Suspension/Expulsion

Some violations of school policy may result in suspension. When a student is placed on an out-of-school suspension, that student is to remain off school property for the duration of the suspension. The student may not take part in co-curricular activities or meet with their regular classes. It is the requirement and a student's responsibility to make up all work they miss. Students may not return to school without a parent and are subject to arrest for trespassing.

Students who are on suspension are not permitted in The Royal Ambassador Academy unless accompanied by a parent or legal guardian. Students on school suspension are subject to arrest if the infraction warrants. Suspended students will be reinstated only after a parent or legal

guardian has a conference with the appropriate administrator. The Administrator will then make a decision to reinstate or expel the student. A discipline committee may also make the decision to reinstate or expel the student. Sisters, brothers, or relatives are not permitted to reinstate a suspended student. Telephone calls are not an acceptable alternative.

B. Student Academic Expectations
The student must:

- make a persistent effort to complete classroom work meticulously as instructed.
- make a persistent effort to complete homework meticulously as instructed.
- come to school with all materials, homework and any other required items, prepared for the instruction.
- care for textbooks and other school issued items. Textbooks are public property and are on loan to students. The textbooks should be covered for protection. Students will be held responsible for lost or damaged textbooks or any other school materials. This also applies to electronic devices that are the property of the school.
- as deemed age appropriate, keep accurate records of their grades and progress.
- set goals and review those goals consistently throughout the year.
- have agenda books and or communication logs signed daily.

C. Student Dress Expectations

1. All students are expected to dress and groom themselves neatly in clothes and shoes that are suitable for school lessons and activities in accordance with the school uniform policy.
2. All coats and outer clothing are not to be worn while inside the building during the school day. Designated outer attire is acceptable.
3. Students must wear school uniform four days a week, Monday through Thursday.
4. The school colors are royal purple, lavender, gold and white.
5. The school mascot is the lion.
6. Cargo pants are not allowed.
6. The school uniform:

    Royal Purple Blazers with crest for boys and girls
    Royal purple, lavender or white polo shirts for boys and girls
    Royal purple or gold Ties for boys and girls
    White button down shirts for boys and girls
    Charcoal gray or khaki pants for boys and girls
    Charcoal gray or khaki shorts for boys and girls
    Charcoal gray or khaki skirts for girls
    School shirt or college shirt may be worn on Fridays - boys & girls

Jeans that are not faded and without holes, rips or tears may be worn on Fridays -
boys and girls
Royal Purple School Sweaters with the school crest – boys & girls
Royal Purple School Sweater Vest with crest – boys & girls
Royal Purple School Windbreakers with crest
Royal Purple Hooded fleece School Jackets with crest

7. Tattoos are not permitted.
8. Boys may not wear pierced earrings
9. Any item that is not a part of the school uniform may not be worn.

D. Student Attendance Expectations

1. Students must attend school regularly.
2. Students must arrive to school on time. Any student arriving at school after the tardy bell, 8:00 A. M., shall be considered late. A tardy slip must be obtained from the office.
3. Students must make all necessary arrangements for making up work when absent.
4. If a student is absent, he or she must present an excuse note from his or her parent or guardian, stating the reason for the absence. The note should include the date of submissions, the date of the absence(s), the students name and the parent's signature. The excuse note should be given to the teacher in the morning. If this note is not received after three (3) school days, the absence shall be considered unlawful and the student/parent could face possible disciplinary action. It will be recorded as parental neglect and referred to truancy court if warranted due to excessive absences.

- A "student pass" must be obtained when moving within the building, after classes are in session, without faculty or staff.
- Students must remain on school grounds or at school-sponsored events unless permission is granted by an administrator.
- Early Dismissal: If a parent or guardian desires to have their child dismissed earlier than the normal school dismissal time, a written note with a contact telephone number from the parent or guardian must be presented to the attendance clerk. A parent or guardian must come to the office to pick the student up or he or she will not be released early.
- If a student is dismissed early on a regular basis, a parent conference will be scheduled to discuss the matter. Regular early dismissals will result in absences being documented based on the number and time of dismissals.

- No student is to remain after school unless under the direct supervision of a faculty member or after school coordinator.

FACULTY & STAFF EXPECTATIONS

The following guidelines are intended to help clarify what is expected of faculty and staff.

GUIDELINES ON FACULTY AND STAFF CONDUCT

The Royal Ambassador Academy faculty and staff believe discipline should be firm, fair and consistent. Students and staff do not have the right to interfere with the education of other students in the school and teachers have the responsibility of monitoring behavior so that disruption during education does not occur. Behavior that interrupts the smooth running of a classroom or risks the safety and welfare of others will not be tolerated. Our primary objective is to educate students. Those who hinder the attainment of that goal will face consequences.

A. Faculty & Staff Discipline Expectations

1. Faculty and staff should be aware of all rules and regulations and conduct themselves accordingly.
2. Faculty and staff must comply with directives given by administrators.
3. Faculty must develop classroom discipline management plans complementary to the school discipline plan.
4. Insubordination will not be tolerated.
5. No faculty or staff member has the right to interfere with the education of others.
6. It is the responsibility of each faculty and staff member to respect the rights and property of all teachers, students, administrators, volunteers, the community and all others who are involved in the educational process.
7. Faculty and staff should express their ideas and opinions in a respectful manner, so as not to offend, demoralize or slander others.
8. Faculty and staff should be willing to volunteer information in matters relating to the health, safety and welfare of the school community as well as the protection of school property.
9. Teachers must monitor and communicate with parents via agenda books or communication logs daily to keep them abreast of students' progress, academically and behaviorally.
10. Faculty and staff should use school facilities and equipment with proper care.
11. Gambling and card playing are not allowed.
12. Faculty and staff are not allowed to sell any kind of goods or services in school; i.e., candy, gum, etc. without prior consent from administrators.
13. Smoking or possession of cigarettes, combustible matter, matches, etc. is not permitted.
14. Throwing of items or littering on school property is not allowed.

15. Removing items that are the property of the school or others is not allowed without consent.
16. Faculty and staff must follow the schedule of classes.
17. Faculty and staff must keep valuables secure.
18. Fighting, kicking, slapping, hitting, harassing, bullying, obscenity, destruction, vandalism, graffiti, profanity and or theft of school or personal property will not be tolerated.
19. Tampering with fire safety equipment, i.e., fire alarms, fire extinguishers, etc. is prohibited by law and may result in a fine.
20. Assault and battery, possession and/or use of illegal weapons are prohibited.
21. Possession, use and/or sale of marijuana or any illegal drugs is prohibited.
22. Possession and/or use of alcohol are prohibited.
23. Faculty and Staff are not allowed to use of beepers, cellular phones or any other type of electronic device that is not a part of instruction or job duties, not during instruction nor while supervising students unless prior consent is given by the principal.
24. Treat all faculty, staff, students, volunteers, and the community without bias based on age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
25. When in a supervisory role, provide clear direction and timely feedback as well as constructive suggestions and opportunities for improvement or remediation when needed.
26. Resolve conflicts and counsel colleagues and subordinates in a non-threatening, constructive and private manner.
27. Conduct research to stay abreast of the best teaching practices.
28. Teach and care for students with competence, honesty and high ethical standards.
29. Meet professional responsibilities.
30. Faculty and staff should familiarize themselves with policies and procedures applicable to their work and require those reporting to them to do the same.
31. Promptly address violations of policies and cooperate with investigations and audits as called upon.
32. Faculty & staff should respect the privacy of all individuals and the confidentiality of information entrusted to them regarding individuals,
33. Faculty & staff should maintain all licenses and certifications required for their positions, participate in education and training as necessary to maintain professional competence, and be fit for duty during work time, including on-call responsibilities.
34. Faculty and staff should school equipment, supplies and resources, including telecommunications and information technology resources, responsibly and for legitimate school business.
35. Faculty and staff must refrain from behavior that is disrespectful of others and unprofessional interpersonal behavior that interferes with the working and learning environment.
36. Faculty and staff must refrain from unwanted physical contact with others or threats of such contact.

37. Faculty and staff must refrain from sexual harassment or harassment based on age, gender, race, ethnicity, national origin, religion, disability or sexual orientation.
38. Faculty and staff must refrain from accepting personal gifts without disclosure when the gift is directly or indirectly related to activity performed in one's capacity as a faculty member.

B. Faculty & Staff School Dress Expectations

1. All faculty and staff members are expected to dress and groom themselves neatly and professionally in clothes and shoes that are suitable for school lessons and activities in accordance with the school uniform policy.
4. Sweat pants are not allowed.
5. Men must wear ties.
6. Ladies must wear skirts that fall at the below or at the knee
7. Clothes may not be excessively form fitting.
8. Holes or faded clothes may not be worn.
9. Jeans may not be worn except when permitted by administrators.
10. Slippers, slides or thongs may not be worn at any time.
11. Mohawks may not be worn.
12. Males may not wear earrings.
13. Tattoos may not be visible at any time.
14. Dockers, khakis or dress slacks may be worn on Fridays.
15. Cargo pants are not allowed.
16. Body piercings may not be worn.

C. Faculty & Staff Academic Expectations

1. Faculty and staff must make a persistent effort to encourage and monitor students as they complete classroom work meticulously as instructed.
2. Faculty and staff must come to work with materials, lessons and equipment ready for instruction before students enter the classroom.
3. Teachers must use their conference time to plan and prepare appropriately.
4. All instructional faculty and staff must attend professional development sessions.
5. Textbooks, electronic devices and any other issued items to students and staff are the school's property and are on loan to students and staff. Teachers and other staff members should monitor and ensure that textbooks are covered for protection and that they are as well as other issued items, taken care of properly. Teachers should report students who have lost or damaged textbooks or any other school materials.

D. Faculty & Staff Attendance Expectations

1. Teachers must attend school regularly. Consistent absenteeism may

be grounds for dismissal.

2. Teachers should arrive to school by 7:30 a.m. Late arrival will not be tolerated.
3. Faculty and staff must make all necessary arrangements for making up work and obtaining missed information when absent.
4. Faculty and staff are expected to remain on school grounds or at school-sponsored events.
5. Faculty and staff are expected to remain at work for the entire school day.
6. If a faculty or staff member leaves early on a regular basis, this may result in absences being documented based on the number and time that the faculty or staff member leaves.

E. Faculty & Staff Evaluation

1. Faculty and staff will be evaluated using the Texas Professional Development and Appraisal System.
2. Reports must be completed and turned in a timely manner.
3. Lesson Plans, for the following week, must be turned in by Friday afternoon before leaving campus.

Consequences:

The Faculty and staff policies were written with the assumption that the vast majority of The Royal Ambassador Academy employees are truly Ambassadors who are cooperative and respect the personal property and rights of others. However, faculty and staff who fail to meet their responsibilities may face certain actions: disciplinary action and loss of employment. Faculty and staff members who behave in an unacceptable manner that interrupts the learning process and environment or threatens the safety of others, or does not follow the policies and rules of The Royal Ambassador Academy may result in of the actions listed:

a. Counseling/Conference
b. Documentation
c. Assigned Mentor Teacher
d. Growth Plan
e. Disciplinary Action
f. Dismissal

Attachment O.4. Personnel Policies

Attachment O.4

The Royal Ambassador Academy Personnel Policies Outline

We will develop personnel policies manual during the preparation year of the school. The following outlines the sections that will be included in the manual.

SECTION 1: THE WAY WE WORK

- What is a Charter School
- Vision and Mission Statement
- The Academy's History
- Equal Employment Opportunity
- Americans with Disabilities Act
- A Word about Our Employee Relations
- Philosophy
- Non-Harassment
- Sexual Harassment
- Categories of Employment
- Anniversary Date
- Background Checks
- Hiring Relatives
- Certification, Licensing And Other Requirements
- New Employee Orientation
- Suggestions and Ideas

SECTION 2: YOUR PAY AND PROGRESS

- Recording Your Time
- Payday
- Paycheck Deductions
- Garnishment/Child Support
- Direct Deposit
- Performance Reviews
- Job Descriptions

- Pay Raises
- Pay Advances
- Overtime
- On Call

SECTION 3: TIME AWAY FROM WORK AND OTHER BENEFITS

- Employee Benefits
- Holidays
- Jury Duty
- Voting Leave
- Military Leave
- Bone Marrow Donation Leave
- Victims Of Crime Leave
- Paid Time Off
- Medical Insurance
- Dental Insurance
- Cobra
- Disability Leave
- Short-Term Disability Benefits
- Long-Term Disability Leave
- Family Medical Leave Act
- Social Security
- Unemployment Insurance
- Workers' Compensation
- Teacher Retirement Plan
- Professional Development

SECTION 4: ON THE JOB

- Attendance and Punctuality

Attachment O.4

- Business Hours
- Meal Time
- On the Job Training
- Standards of Conduct
- Access to Personnel Files
- Computer Software Licensing
- Student and Parent Relations
- Solicitation and Distribution
- Changes in Personal Data
- Protecting School Information
- Conflict of Interest/Code Of Ethics
- Care of Equipment
- School Vehicles
- Personal Property
- Visitors
- Signing In and Out
- Severe Weather
- Personal Telephone Calls
- Electronic Mail and Monitoring
- Use of Technology and The Internet
- Dress Policy
- Personal Hygiene
- Reference Checks
- Parking
- Bulletin Board
- Lunch Room
- Contact with the Media
- Office Supplies
- Resignations

SECTION 5: SAFETY IN THE WORKPLACE

- Each Employee's Responsibility
- Fire Drills
- Workplace Searches
- Workplace Violence
- Good Housekeeping
- Smoking in the Workplace
- No Weapons in the Workplace
- In an Emergency
- Substance Abuse

Attachment O.5. Leadership Evaluation

Attachment O.5

ROYAL AMBASSADOR ACADEMY
Evaluation of School Leadership

Individual Response Form

EVALUATION PROCESS

School Leader: _____ Date of Review: _____

Evaluator: _____ Performance Period: _____

Part 1: General Job Performance Responsibilities

Rating Scale:	5	Superior	Performance superior
	4	Exceptional	Performance exceeds expectations
	3	Proficient	Performance meets expectations
	2	Needs Improvement	Performance does not meet expectations
	1	Unacceptable	Performance unacceptable

Directions:
1. Use the above scale to rate the categories (A, B, C) listed under each job performance area. Consider the indicators listed in each category to make a determination.
2. Use the category ratings to determine a performance-area rating.
3. Please write comments for ratings of 1 and 2.

By my participation in completing this form, I am verifying that I have read through the materials provided, including data on student performance and other appropriate areas.

_____ _____

Supervisor's Signature Date

Attachment O.5

Performance Area: Educational Leadership

_____Rating The school leader provides leadership and direction for development of an educational system that is based on standards of excellence and equity and the goals of the community.

_____ A. Student Success and Learning
1. Bases instructional and support programs on school performance data.
2. Implements and monitors a system to evaluate programs and student achievement.
3. Supports staff development based on student needs, community priorities, and educational research.

Comment:_____
_____
_____

_____ B. Planning and Organization
1. Promotes and uses shared decision making.
2. Provides for strategic planning in all school functions.
3. Demonstrates skill in problem solving, decision making, and conflict resolution.

Comments: _____
_____
_____

_____ C. Communication
1. Ensures effective communication between the school and community.
2. Establishes a school-wide communication system to ensure dissemination of information and feedback.
3. Communicates performance expectations to staff.

Comments: _____
_____
_____

Rating Scale:	5	Superior	Performance superior
	4	Exceptional	Performance exceeds expectations
	3	Proficient	Performance meets expectations
	2	Needs Improvement	Performance does not meet expectations
	1	Unacceptable	Performance unacceptable

Attachment O.5

Performance Area: School Management

_____ Rating The school leader demonstrates effective planning and management of school finances, operations, personnel, and students.

_____ A. Financial, Facility, and Operations Management

1. Prepares annual budget recommendations based on school priorities and available resources.
2. Ensures sound investment strategies, risk management, and cost-effective purchasing of goods and services.
3. Provides for efficient use of facilities, transportation, maintenance, and food service operations.

Comments: _____

_____

_____

_____ B. Personnel Management

1. Bases personnel recommendations on needs, policies, and procedures.
2. Recommends equitable pay and benefit plans for employees.
3. Ensures a performance evaluation system that provides recognition and professional growth for all personnel.

Comments: _____

_____

_____

_____ C. Student Management

1. Ensures the student discipline plan is administered equitably.
2. Promotes cooperative planning and implementation of support services for students.
3. Promotes recognition of students for their efforts and accomplishments.

Comments: _____

_____

_____

Rating Scale:	5	Superior	Performance superior
	4	Exceptional	Performance exceeds expectations
	3	Proficient	Performance meets expectations
	2	Needs Improvement	Performance does not meet expectations
	1	Unacceptable	Performance unacceptable

Attachment O.5

Performance Area: Supervisor and Community Relations

_____ Rating The school leader maintains positive and productive working relationships with Supervisor and the community.

_____ A. Information Dissemination
1. Informs the Supervisor of significant issues as they arise.
2. Prepares and distributes meeting agendas and materials in a timely manner.
3. Provides information to assist the Supervisor in evaluating the effectiveness of programs and operations.

Comments: _____
_____
_____

_____ B. Policy Development and Implementation
1. Provides advice and recommendations to the Supervisor on local policy issues.
2. Develops administrative procedures to carry out Board policies.
3. Interprets and supports Board policies and decisions.

Comments: _____
_____
_____

_____ C. Interaction with Supervisor and Community.
1. Responds to supervisor and community needs.
2. Promotes community support and involvement with the schools.
3. Maintains positive working relationships with the Supervisor and community.

Comments: _____
_____
_____

Rating Scale:	5	Superior	Performance superior
	4	Exceptional	Performance exceeds expectations
	3	Proficient	Performance meets expectations
	2	Needs Improvement	Performance does not meet expectations
	1	Unacceptable	Performance unacceptable

Attachment O.5

Part 2: Priority Performance Goals for 2015-2016

Rating Scale:	5	Superior	Performance superior
	4	Exceptional	Performance exceeds expectations
	3	Proficient	Performance meets expectations
	2	Needs Improvement	Performance does not meet expectations
	1	Unacceptable	Performance unacceptable

Directions:
1. Rate the progress toward each goal using the above scale.
2. Please write comments for ratings of 1 and 2.

Performance Goal 1: **Progress Rating_____**

To improve student achievement for all students.

Comments:
_____
_____
_____

Performance Goal 2: **Progress Rating_____**

To provide positive, safe, and respectful learning environments and facilities.

Comments:
_____
_____
_____

Performance Goal 3: **Progress Rating_____**

To ensure fiscal stability and alignment between resources and student needs.

Comments:
_____
_____
_____

Rating Scale:	5	Superior	Performance superior
	4	Exceptional	Performance exceeds expectations
	3	Proficient	Performance meets expectations
	2	Needs Improvement	Performance does not meet expectations
	1	Unacceptable	Performance unacceptable

Attachment O.5

Performance Goal 4: **Progress Rating_____**

To increase and improve community and parental involvement in support of students and their learning.

Comments:
_____
_____
_____

Rating Scale:	5	Superior	Performance superior
	4	Exceptional	Performance exceeds expectations
	3	Proficient	Performance meets expectations
	2	Needs Improvement	Performance does not meet expectations
	1	Unacceptable	Performance unacceptable

Attachment O.6. Teacher Evaluation

Attachment O.6

The Royal Ambassador Academy Teacher Evaluation

Professional Development and Appraisal System (PDAS)

The school will use PDAS the State's approved instrument for appraising teachers and identifying areas that would benefit from staff development and assess teachers in the following domains.

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

Attachment O.7. Supplemental HR Forms

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Superintendent Reports to: Board of Directors

Salary Range: $90,000-$128,000

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. In none, please state N/A.

cell phone allowance, travel costs to education conferences, reimbursement for actual expenses related to job

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Doctorate degree in educational administration or related field

Experience Required: Five years of successful experience as Superintendent in a public school system

Certification Required: Texas Educator Certificate for Superintendent, PK-12

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$215,000 set by contract
Goose Creek Consolidated ISD	101911	Baytown	22,000	$210,000 set by contract
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$242,000 set by contract

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Superintendent Reports to: Board of Directors

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

1. Provide leadership and direction for the educational system in support of the children.
2. Ensure that the conditions for learning are in place and favorable for student progress and success.
3. Establish system for positive communication among students, faculty, community and all concerned with the school.
4. Oversee annual planning for instructional success and improvement and monitor for accountability.
5. Ensure that goals and objectives are in place in coordination with the Board of Directors focused upon student learning.
6. Ensure that appropriate data are used in support of decision making on instruction and evaluation of staff and programs.
7. Manage student services and extracurricular programs and monitor effectiveness.
8. Demonstrate effective leadership for management of school resources, finance, operations and personnel.
9. Provide effective leadership for the discipline management program and monitor for equity and fairness.
10. Oversee the program of staff development and stay abreast of trends in educational leadership and administration.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Principal Reports to: Superintendent

Salary Range: $65,000-$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. In none, please state N/A.

Cell phone, travel costs to education conferences, reimbursement for actual expenses related to job

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Master's degree in educational administration or related field

Experience Required: Three years experience as classroom teacher
Three years experience in instructional leadership roles

Certification Required: Texas mid-management or other appropriate Texas certificate
Certified Professional Development and Appraisal System (PDAS) Appraiser

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$48,149.20-$111,443.20
Goose Creek Consolidated ISD	101911	Baytown	22,000	$60,000-$90,530
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$47,608-$113,520

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Principal Reports to: Superintendent

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

1. Serve as instructional leader to ensure success in student learning.
2. Provide leadership to establish and monitor conditions for learning for all aspects of school operations.
3. Supervise and evaluate staff assigned to the school and programs and hold all accountable for achieving expected outcomes.
4. Establish a common vision, goals, and objectives in coordination with faculty, staff, and parents and monitor for success.
5. Provide adequate and appropriate resources and materials to support staff in accomplishment of instructional goals.
6. Foster positive communication and collegiality and teamwork among faculty and staff for focus on improvement.
7. Select the best available personnel and observe employee performance on a regular basis and provide constructive feedback.
8. Work with faculty, staff, students, and parents in maintaining an effective and fair student management system.
9. Demonstrate professional, ethical and responsible behavior and promote same characteristics among faculty and staff.
10. Remain abreast of current trends in education and ensure that the development program for staff is current and progressive.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Instructional Coach Reports to: Principal

Salary Range: $55,000-$71,500

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Master's degree in education or related field

Experience Required: Three years of experience as classroom teacher
Three years of experience in instructional leadership roles

Certification Required: Texas Educator Certificate for Classroom Teacher

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$42,500-$64,844
Goose Creek Consolidated ISD	101911	Baytown	22,000	$51,000-$68,205
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$45,000-$71,825

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Instructional Coach Reports to: Principal

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

1. Provide support and leadership in support of the principal as an instructional leader to ensure success in student learning.
2. Provide leadership in the implementation of the Montessori Program in support of all aspects of curriculum and instruction.
3. Conduct meetings with teachers and other instruction personnel to ensure readiness for teaching students effectively.
4. Observe classes routinely and meet with teachers individually to identify areas of success and needs for improvement.
5. Assist teachers in identifying interventions which best address students' needs in academics and behavioral management.
6. Work with the principal for ensuring positive communication and teamwork among staff, focused upon improvement.
7. Assist teachers in fully understanding objectives required in the STAAR program so students are better prepared for testing.
8. Provide leadership for the student management system along with teachers and the principal in a fair and equitable manner.
9. Work with the principal and appropriate staff to ensure that the development program is current and addresses student needs.
10. Support the implementation of Professional Learning Communities that pave the way for interventions and adjustments.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Manager-Planning & Project Coordinator Reports to: Superintendent

Salary Range: $40,000-$50,000

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

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: Three years of relevant work experience

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$42,500-$64,844
Goose Creek Consolidated ISD	101911	Baytown	22,000	$51,000-$65,973
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$45,500-$71,825

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Manager-Planning & Project Coordinator Reports to: Superintendent

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

1. Provide support and leadership in support of the Superintendent in managing strategic thinking and operations and research.
2. Manage operations in coordination with the school as concerned with student enrollment and transfers.
3. Provide support for the school in the discipline management program related to record keeping and conducting hearings.
4. Provide at-risk student services in support of counselor and other staff as part of the safety net services for the school.
5. Maintain records and make routine observations of the facility to ensure appropriate learning conditions are in place.
6. Manage legal services in coordination with the Superintendent.
7. Provide student incentive services in support of and encouragement for students to excel in learning.
8. Work with the Superintendent in the personnel management program and day to day operations for personnel services.
9. Provide oversight and support for security and safety for the school.
10. Provide leadership for administrative initiatives, such as policy development, grants program, and legislative services.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Business Manager/Accountant Reports to: Superintendent

Salary Range: $40,000-$53,000

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Bachelor's degree in finance or related field

Experience Required: Three years of relevant work experience

Certification Required: Certified Public Accountant License, Preferred

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$55,680-$87,583
Goose Creek Consolidated ISD	101911	Baytown	22,000	$75,211-$123,840
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$76,797.60-$115,195.20

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Business Manager/Accountant Reports to: Superintendent

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

1. Manage and supervise all budgeting operations for the school in coordination with the Superintendent.
2. Work with appropriate staff regarding budgeting and accounting issues and give oversight for resource management.
3. Provide leadership in coordination with the Superintendent for balancing spending with revenues and needs of students.
4. Oversee all purchasing and disbursement functions.
5. Manage the salary and compensation program for the school.
6. Supervise the departments assigned such as transportation services, child nutrition program and others as appropriate.
7. Provide support for management of printing services for the school.
8. Coordinate and complete as necessary all financial reporting, including monthly financial reports and more, as needed.
9. Coordinate all risk management functions, including cash and debt management and insurance benefits programs.
10. Assist in the coordination of changes as may be needed to policies and procedures for efficient and effective operations.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: PEIMS Coordinator Reports to: Superintendent

Salary Range: $29,000-$39,000

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Two Years College or more

Experience Required: Three years of relevant work experience

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$39,063.20-$56,383.38
Goose Creek Consolidated ISD	101911	Baytown	22,000	$47,608-$54,749.20
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$33,140.80-$48,171.20

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: PEIMS Coordinator Reports to: Superintendent

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

1. Coordinate the collection, integration, and formatting of the data required for PEIMS submission according to data standards.
2. Responsible for the submission of fall, mid-year, summer and extended year programs reports to the State of Texas.
3. Run edits and reports to appropriate staff for analysis, verification and correction as needed.
4. Distribute edits and reports to appropriate staff for analysis, verification, and correction as needed.
5. Provide leadership for compliance with established standards for attendance accounting.
6. Responsible for data quality and accuracy in compliance with the performance based monitoring and other data programs.
7. Manage the reporting of discipline management data in coordination with the school.
8. Train staff and monitor compliance among staff in following all requirements of reporting of data to the state.
9. Provide support as needed in office operations and management at the school.
10. Prepare and respond to correspondence as needed in coordination with the Superintendent, office and school personnel.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Counselor

Reports to: Principal

Salary Range: $46,000-$57,000

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

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256

In year five: 544

Minimum Qualifications Required:

Education Required: Master's degree in education or related field

Experience Required: Three years of teaching in the classroom or relevant work experience
Experience in serving as a public school counselor or related field

Certification Required: Texas Educator Certificate for Counselor, PK-12

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$45,000-$63,344
Goose Creek Consolidated ISD	101911	Baytown	22,000	$52,000-$66,973
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$46,850-$80,012

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Counselor Reports to: Principal

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

1. Responsible for planning a balanced comprehensive developmental guidance and counseling program for the school.
2. Collaborate with school personnel, students, parents, and community for planning and implementing a counseling program.
3. Provide structured group lessons to deliver the guidance curriculum effectively in accordance with student needs.
4. Use accepted theories and effective techniques to provide individual and group counseling services to students.
5. Consult with parents, school personnel and others to better understand how best to support the children.
6. Coordinate school based support and resources for the children in cooperation with other personnel as needed.
7. Work with the school staff in managing the school testing and assessment program.
8. Establish and maintains professional relationships with school staff, students, parents and community.
9. Work with the principal for assuring students are scheduled appropriately and that other conditions are in place as needed.
10. Demonstrate professionalism, including a commitment to professional development.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Nurse Reports to: Principal

Salary Range: $30,000-$42,000

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Graduate of an accredited nursing education program
Bachelor's degree in nursing or related field

Experience Required: Two years of relevant work experience

Certification Required: Valid registered nurse license to practice professional nursing in Texas from the State Board of Examiners
DPR 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 on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$$42,500-$59,132
Goose Creek Consolidated ISD	101911	Baytown	22,000	$51,000-$67,205
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$45,500-$71,825

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Nurse Reports to: Principal

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

1. Provide temporary and emergency care for sick and injured students or staff in accordance with school procedures.
2. Serve as health advocate for students.
3. Notify parents of accident or illness and secure medical care for students in emergency situations.
4. Coordinate management system to administer medications to students at school in accordance to school procedures.
5. Perform screening procedures as required by the State of Texas and school policy.
6. Develop and coordinate continuing evaluation of campus health program and make changes based on findings.
7. Provide relevant assessment, counseling, and guidance, serving as resource to staff as appropriate.
8. Participate in development of health education curriculum and provide education to individuals and groups.
9. Serve as health liaison between school, physicians, parents and community.
10. Communicate with staff, parents, school committees and others regarding health services and provide assistance as needed.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Secretary/Clerical (2) Reports to: Superintendent and Principal

Salary Range: $19,500-$31,500

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two years of relevant work experience

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$23,010-$44,000
Goose Creek Consolidated ISD	101911	Baytown	22,000	$10.49 hour-$24.97 hour
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$26,812.80-$38,976

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Secretary/Clerical (2) Reports to: Superintendent and Principal

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

1. Provide tying and other clerical support to the offices of the Superintendent and Principal.
2. Handle correspondence through opening of mail and responding in accordance to the procedures in place,
3. Demonstrate effective communication skills in conversations with staff and public and through correspondence in writing.
4. Manage office technology communications in coordination with other staff as appropriate.
5. Manage office operations effectively and efficiently.
6. Maintain office records through an effective filing system and through use of technology.
7. Demonstrate proficiency in general office management and procedures.
8. Represent the administrative staff as needed in communication with staff, parents, students and others as needed.
9. Attend meetings of the Board of Directors, Superintendent and Principal as called upon.
10. Facilitate the efficient operations of the office assigned and provide clerical services to the professional staff.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Lead Teacher Reports to: Principal

Salary Range: $46,000-$59,500

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Bachelor's degree in education, with Master's degree preferred

Experience Required: Three years successful as classroom teacher and knowledge of and experience in working in a Montessori School, preferred

Certification Required: Texas Educator Teaching Certificate, with required endorsements for assignments at grade level

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$44,000-63,344
Goose Creek Consolidated ISD	101911	Baytown	22,000	$52,000-$68,205
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$45,500-$71,825

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Lead Teacher Reports to: Principal

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

1. Teach in grade level and for subject assigned.
2. Collaborate with students, parents, and other members of the staff in assuring the curriculum is implemented successfully.
3. Work with staff in successfully blending into lessons the arts, science, technology, engineering, and mathematics.
4. Work in coordination with the school principal and faculty and staff to ensure the conditions for learning are proper.
5. Establish a plan for staff development in coordination with the faculty and staff and others as appropriate.
6. Demonstrate competency and knowledge in teaching the area assigned and model lessons for other staff for learning success.
7. Review data and share with staff how best to use the data in support of decision making and student improvement.
8. Observe other teachers in the classroom and make suggestions for improvement and highlight the successes as well.
9. Work with the principal for building and maintaining a team effort in the implementation of the curriculum.
10. Support the principal in working with other teachers for success in growth plan activities.

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Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Classroom Teacher Reports to: Principal

Salary Range: $44,000-$58,000

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Bachelor's degree in education or related field

Experience Required: Completed required training for subject and level assigned

Certification Required: Texas Educator Teaching Certificate, with required endorsements for assignments at grade level

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$42,500-$59,132
Goose Creek Consolidated ISD	101911	Baytown	22,000	$51,000-$67,205
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$46,850-$80,012

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Classroom Teacher Reports to: Principal

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

1. Teach in grade level and for subject assigned.
2. Collaborate with students, parents, and other members of the staff in assuring the curriculum is implemented successfully.
3. Successfully blend into lessons the arts, science, technology, engineering, and mathematics, as appropriate.
4. Work in coordination with the school principal and faculty and staff to ensure the conditions for learning are proper.
5. Demonstrate efforts to remain current with education trends and research related to areas of responsibility.
6. Demonstrate competency and knowledge in teaching the area assigned.
7. Review data and use the data in support of decision making and student improvement.
8. Conduct observations of other teachers in the classroom as part of growth and development of teaching skills.
9. Work with the principal for building and maintaining a team effort in the implementation of the curriculum.
10. Work with each student for academic success in cooperation with parents and guardians.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

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Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Classroom Teacher Special Education Reports to: Principal

Salary Range: $45,000-$59,000

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Bachelor's degree in education or related field

Experience Required: Completed required training for subject and level assigned and special education

Certification Required: Texas Educator Teaching Certificate, with required special education endorsements at grade level assigned

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$42,500-$59,132
Goose Creek Consolidated ISD	101911	Baytown	22,000	$51,000-$67,205
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$46,850-$80,012

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Classroom Teacher Special Education Reports to: Principal

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

1. Teach in grade level and for subject assigned.
2. Collaborate with students, parents, and other members of the staff to develop and implement the individual education plans.
3. Successfully blend into lessons the arts, science, technology, engineering, and mathematics, as appropriate.
4. Implement an instructional, therapeutic, or skill development program for assigned students.
5. Demonstrate efforts to remain current with education trends and research related to areas of responsibility.
6. Demonstrate competency and knowledge and use appropriate strategies and materials to meet the special needs of students.
7. Review data available and work cooperatively with other teachers to modify regular curricula as needed to support students.
8. Consistently assess student achievement level through informal and formal testing and provide support for the whole child.
9. Employ a variety of instructional techniques and media consistent with the needs and capabilities of students.
10. Work with parents and staff in planning and participating in the Admission, Review, and Dismissal program successfully.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Classroom Teacher Bilingual Education Reports to: Principal

Salary Range: $45,000-$59,000

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: Bachelor's degree in education or related field

Experience Required: Completed required training for subject and level assigned and bilingual education

Certification Required: Texas Educator Teaching Certificate, with required bilingual education endorsements at grade level assigned

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$42,500-$59,132
Goose Creek Consolidated ISD	101911	Baytown	22,000	$51,000-$67,205
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$46,850-$80,012

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Classroom Teacher Bilingual Education Reports to: Principal

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

1. Teach in grade level and for subject assigned.
2. Collaborate with students, parents, and other members of the staff to develop and implement support for bilingual students.
3. Successfully blend into lessons the arts, science, technology, engineering, and mathematics, as appropriate.
4. Implement an instructional, therapeutic, or skill development program for students with language learner students.
5. Demonstrate efforts to remain current with education trends and research related to areas of responsibility.
6. Demonstrate competency and knowledge and use appropriate strategies and materials to support language learner students.
7. Review data available and work cooperatively with other teachers to modify regular curricula as needed to support students.
8. Consistently assess student achievement level through informal and formal testing and provide support for the whole child.
9. Employ a variety of instructional techniques and media consistent with the needs and capabilities of students.
10. Work with parents and staff in planning and participating in the LPAC program successfully.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Teacher Aides/Assistants Reports to: Principal

Salary Range: $16,500-$19,500

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: High School Diplomas or GED

Experience Required: Experience in working with people, especially children

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$16,858-$31,033
Goose Creek Consolidated ISD	101911	Baytown	22,000	$10.49 hour-$24.97 hour
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$16,878.40-$22,715

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Teacher Aides/Assistants Reports to: Principal

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

1. Assist in conducting intensified learning experiences for students in assigned areas.
2. Assist teacher in the management of student arrival and departure time.
3. Perform supportive tasks for teacher that are primarily non-instructional in nature.
4. Assist teacher and students in in achieving he objectives of the program or activities.
5. Tutor students individually or in groups to reinforce and follow-up learning activities.
6. Assists in filing, organizing materials for distribution and other purposes as needed.
7. Assist in maintaining student records, attendance information and files.
8.
9.
10.

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Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Food Service Manager Reports to: Principal

Salary Range: $16,000-$21,000

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: High School Diplomas or GED

Experience Required: Experience in cooking in a school or related experience

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$11,088-$22,176
Goose Creek Consolidated ISD	101911	Baytown	22,000	$8.79 hour-$23.38 hour
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$13,002.15-$18,894.75

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Food Service Manager Reports to: Principal

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

1. Provide leadership to ensure food is prepared and served in appropriate quantities to meet menu requirements.
2. Maintain high standards of quality food planning, preparation, sanitation, and safety practices.
3. Serve food according to meal schedules, departmental policies, and procedures. Handle and record money correctly.
4. Practice and promote portion control and proper use of leftovers.
5. Supervise staff assigned and provide development opportunities to ensure the best possible operations in the kitchen.
6. Supervise storage and handling of food items and supplies. Maintain a clean and organized storage area.
7. Operate tools and equipment in accordance with prescribed safety standards.
8. Follow and support implementation of established procedures to meet high standards of cleanliness, health and safety.
9. Keep garbage collection containers and related areas neat and sanitary.
10. Maintain personal appearance and hygiene at all times and promote teamwork in the work environment.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Food Service Worker Reports to: Principal

Salary Range: $11,500-$13,500

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: High School Diplomas or GED

Experience Required: Experience in cooking in a school or related experience

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$10,477-$$16,763
Goose Creek Consolidated ISD	101911	Baytown	22,000	$8.79 hour-$23.38 hour
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$13,002.15-$18,894.75

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Food Service Worker Reports to: Principal

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

1. Ensure food is prepared and served in appropriate quantities to meet menu requirements.
2. Maintain high standards of quality food planning, preparation, sanitation, and safety practices.
3. Serve food according to meal schedules, departmental policies, and procedures. Handle and record money correctly.
4. Practice and promote portion control and proper use of leftovers.
5. Work to ensure the best possible operations in the kitchen.
6. Handle storage and handling of food items and supplies carefully. Maintain a clean and organized storage area.
7. Operate tools and equipment in accordance with prescribed safety standards.
8. Follow and support implementation of established procedures to meet high standards of cleanliness, health and safety.
9. Keep garbage collection containers and related areas neat and sanitary.
10. Maintain personal appearance and hygiene at all times and promote teamwork in the work environment.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Custodian/Maintenance (2) Reports to: Principal

Salary Range: $19,500-$31,500

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. In none, please state N/A.

N/A

Proposed Location (City and County): Beaumont, Jefferson County

Number of Students anticipated in year one: 256 In year five: 544

Minimum Qualifications Required:

Education Required: High School Diplomas or GED

Experience Required: Experience in working as custodian or maintenance worker or related

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beaumont Independent School District	123910	Beaumont	19,500	$9.15 hour-$11.10 hour
Goose Creek Consolidated ISD	101911	Baytown	22,000	$8.79 hour-$23.38 hour
Galena Park Independent SchoolDistrict	101910	Galena Park	21,500	$15,631-$22,715

Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: Jehovah Jireh Village Community Development Center, Inc.

Enter the name of the proposed charter school: Royal Ambassador Academy

Position: Custodian/Maintenance (2) Reports to: Principal

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

1. Manage all aspects of facility operations, including cleaning, repairing, painting and generally ensuring proper environment.
2. Use tools and equipment for minor repairs for building and grounds maintenance.
3. Demonstrate competency and skills for routine custodial practices and methods
4. Plan and organize as needed for routine maintenance scheduling and operations.
5. Work cooperatively with principal and other staff to ensure high quality of cleanliness and safety.
6. Assist in setting up facilities for special programs and activities.
7. Operate tools and equipment according to established safety procedures.
8. Prepare, implement, and maintain preventative maintenance schedules for custodial equipment.
9. Order equipment and materials in a manner that is aligned with needs.
10. Conduct annual inventory of physical equipment and supplies.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Attachment O.8. Community Support

Jehoveh Jireh Village CDC

CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-6104 (Fax)

Preliminary MEMORANDUM OF UNDERSTANDING

I. Parties

This Memorandum of Understanding ("MOU") is entered into effective March 15, 2014 by Jehoveh Jireh Village CDC and **Save Our Children,** on behalf of the Royal Ambassador Academy.

As a Community-Based Partner, you agree:

1. To support the mission and goal of the Royal Ambassador Academy.
2. To partner with the Royal Ambassador Academy to provide after-school programs utilizing The College of Fine Arts & Communications and The College of Arts & Sciences.
3. To provide an afterschool mentoring and tutorial program.
4. To provide in-kind and/or financial support for the Royal Ambassador Academy

The Royal Ambassador Academy agrees:

1. To keep you informed of its programs and activities.
2. To publicize in-kind and/or financial contributions to Royal Ambassador Academy.
3. To provide your company with appropriate recognition and rewards.

Please sign below to accept the above terms:

Company Name: Save Our Children_ Jehovah Jireh Village CDC, Inc.

Signature: Rev. J. S. Robertson Felicia Young
Felicia Young

Title:_Director Title: Executive Director

Date:_March 15, 2014_____ Date: 3-15-14

Jehoveh Jireh Village CDC

CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) 409-842-5006 (Fax)

Preliminary MEMORANDUM OF UNDERSTANDING

I. Parties

This Memorandum of Understanding ("MOU") is entered into effective March 19, 2014 by Jehoveh Jireh Village CDC, Inc. and The **100 Black Men of Beaumont** on behalf of the Royal Ambassador Academy.

II. Roles and Responsibilities

As a Community-Based Partner, you agree:

1. To support the mission and goal of the Royal Ambassador Academy.
2. To partner with the Royal Ambassador Academy to provide mentoring and tutoring opportunities.
3. To provide in-kind support for the Royal Ambassador Academy through volunteering.

The Royal Ambassador Academy agrees:

1. To keep you informed of its programs and activities.
2. To publicize in-kind and/or financial contributions to Royal Ambassador Academy
3. To provide your company with appropriate recognition and rewards.

III. **Signatures**

Please sign below to accept the above terms:

Organization Name: *100 Black Men of Greater Beaumont;*
Signature: Saul L Jones
Title: President
Date: 03-19-2014

Jehovah Jireh Village CDC, Inc.
Felicia Young
Felicia Young
Title: Executive Director
Date: 03-19-2014

Jehoveh Jireh Village CDC

CHANGING LIVES THROUGH COMMUNITY
P.O. Box 20214
Beaumont, TX 77720
409-659-5937 (Phone) ~ 409-842-5006 (Fax)

Preliminary MEMORANDUM OF UNDERSTANDING

I. Parties

This Memorandum of Understanding ("MOU") is entered into effective 19 March 14 (date), 2014 by Jehoveh Jireh Village CDC and **Theodore Johns Library** on behalf of the Royal Ambassador Academy.

II. Roles and Responsibilities

As a Community-Based Partner, you agree:

1. To support the mission and goal of the Royal Ambassador Academy.
2. To partner with the Royal Ambassador Academy to provide literacy programs such as, but not limited to: book clubs and weekly story time sessions.
3. To partner with the Royal Ambassador Academy to provide a summer reading program.
4. To provide in-kind and/or financial support for the Royal Ambassador Academy.

The Royal Ambassador Academy agrees:

1. To keep you informed of its programs and activities.
2. To publicize in-kind and/or financial contributions to Royal Ambassador Academy.
3. To provide your company with appropriate recognition and rewards.

III. Signatures

Please sign below to accept the above terms:

Organization Name: THEODORE JOHNS BRANCH LIBRARY

Signature: Gwendolyn Pierre

Title: Branch Manager

Date: 19 March 14

Jehovah Jireh Village CDC, Inc.

Felicia Young

Felicia Young

Title: Executive Director

Date: 3/14/14

Attachment O.9. Startup Plan

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Pre-Planning Year – First Month Following Award

Action Steps	Target Date	Person(s) Responsible	Status
Convene Board of Directors for the Royal Ambassador Academy.	July, 2014	Superintendent Board President	
Officially affirm employment of Superintendent.	August, 2014	Board President Board of Directors	
Hire secretary for superintendent.	September, 2014	Board President Board of Directors	
Determine meeting schedule, including time and location of meetings, for Board of Directors.	August, 2014	Superintendent Board President	
Begin adoption of Board policies.	October, 2014 – September, 2015	Superintendent Board President Board of Directors	

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Pre-Planning Year – Within First Three Months Following Award

Action Steps	Target Date	Person(s) Responsible	Status
Hire the following staff: • Principal • Instructional Coach • Principal's Secretary • Manager – Planning & Project Coordinator • Business Manager/Accountant	October, 2014 – January, 2015	Superintendent Board of Directors	
Establish school budget and finance office, including software, hardware, etc.	October, 2014 – January, 2015	Superintendent Business Manager/ Accountant	
Set up and establish offices and telephone lines for staff at school site.	September, 2014 – January, 2015	Superintendent Principal Instructional Coach Principal's Secretary Manager – Planning & Project Coordinator Business Manager/Accountant	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Pre-Planning Year – Within First Three Months Following Award

Action Steps	Target Date	Person(s) Responsible	Status
Secure furniture, supplies, etc. for staff.	September, 2014 – January, 2015	Superintendent Principal Instructional Coach Principal's Secretary Manager – Planning & Project Coordinator Business Manager/Accountant	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Registration

Action Steps	Target Date	Person(s) Responsible	Status
Review registration and selection process, including lottery procedures.	October, 2014	Principal	
Publish information regarding registration dates to: - parents - media - community	November, 2014	Superintendent Principal Clerical Staff	
Publish ad in the local newspapers announcing registration dates and lottery process.	November, 2014	Superintendent Principal Clerical Staff	
Develop the registration form/packet.	October, 2014	Principal Instructional Coach Secretary	
Determine which staff will be involved with registration.	November, 2014	Principal	
Conduct registration.	February – May, 2015	Principal Instructional Coach Secretary	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Registration

Action Steps	Target Date	Person(s) Responsible	Status
Conduct lottery, if needed.	March, 2015	Principal Instructional Coach Secretary	
Notify parents/students of acceptance.	March – May, 2015	Principal Instructional Coach Secretary	
Ensure that every parent completes a Home Language Survey for each student to determine if Bilingual or ESL services are needed.	April, 2015	Principal Instructional Coach Secretary	
Complete registration and opening of schools paperwork.	April, 2015	Principal Instructional Coach Secretary	
Publish immunization requirements.	March, 2015	Principal Instructional Coach Secretary	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Registration

Action Steps	Target Date	Person(s) Responsible	Status
Complete student assignments for elementary classrooms so that EVERY student has been assigned a teacher, with special attention to program placement (i.e., bilingual/ESL, gifted, special education).	April – May, 2015	Principal Instructional Coach Lead Teacher	
Conduct Parent Orientation.	April – May, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Personnel/Staffing

Action Steps	Target Date	Person(s) Responsible	Status
Determine staff needed based on actual students enrolled, while maintaining a balanced budget.	March – June, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Submit for Board approval recommendations for new hires, consistent with personnel policies.	March – April, 2015	Superintendent Principal	
Interview candidates and select staff needed to fill vacancies (non-teaching positions)	March – June, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Conduct required fingerprint and background checks for all staff, as required by law.	March – June, 2015	Superintendent Principal Manager – Planning & Project Coordinator	
Select non-teaching positions, consistent with personnel policies.	March – June, 2015	Superintendent Principal	
Provide staff members with letter of notification of Board/personnel action.	March – June, 2015	Superintendent Principal	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

School Calendar

Action Steps	Target Date	Person(s) Responsible	Status
Submit for Board approval the proposed 2015-2016 school year calendar, as submitted as part of the charter application.	September, 2015 (developed and submitted with application March, 2014)	Superintendent	
Prepare and distribute copies of the approved calendar for each staff member and student.	March – April 2015 & August 2015	Principal Instructional Coach Lead Teacher	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Special Education

Action Steps	Target Date	Person(s) Responsible	Status
Determine the most appropriate special education programs based on student needs and least restrictive environment issues.	April – June, 2015	Principal Instructional Coach Special Education Teacher Lead Teacher	
Review IEPs, as appropriate, for any students currently receiving special education services.	April – June, 2015	Principal Instructional Coach Special Education Teacher Lead Teacher	
Conduct ARDs, as needed to review and/or develop new IEPs, for any students identified as needing special education services.	April – June, 2015	Principal Instructional Coach Special Education Teacher Lead Teacher	
Review staffing needs for students for the 2015-16 school year based on student enrollment and IEPs. Determine if any contracted services are needed to meet IEP requirements.	April – June, 2015	Principal Instructional Coach Special Education Teacher Lead Teacher	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Special Education

Action Steps	Target Date	Person(s) Responsible	Status
Determine if any contracted services are needed to meet IEP requirements.	April, 2015	Principal Instructional Coach Special Education Teacher Lead Teacher	
Work with parents, as needed, to ensure transportation for all special education students, as appropriate.	May – June, 2015	Principal Instructional Coach Spec. Ed. Teacher Manager – Planning & Project Coordinator	
Share with classroom teacher(s) and appropriate staff, the IEPs and requirements for special education students.	July – August, 2015	Principal Instructional Coach Spec. Ed. Teacher	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Gifted & Talented Education

Action Steps	Target Date	Person(s) Responsible	Status
Identify students who qualify for gifted and talented services.	April – August, 2015	Principal Instructional Coach Lead Teacher	
Review staffing needs for students identified as gifted and talented.	April – June, 2015	Principal Instructional Coach Lead Teacher	
Verify classroom assignment with gifted and talented endorsed teacher(s).	April – June, 2015	Principal Instructional Coach Lead Teacher	
Share with classroom teacher(s) and appropriate staff, students identified as gifted and talented to ensure that services are provided in accordance with law.	July – August, 2015	Principal Instructional Coach Lead Teacher	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Bilingual and ESL Education

Action Steps	Target Date	Person(s) Responsible	Status
Ensure that every parent completes a Home Language Survey for each student to determine if Bilingual or ESL services are needed.	April – August, 2015	Principal Instructional Coach Secretary	
Identify students who qualify for Bilingual and ESL services.	April – August, 2015	Principal Instructional Coach Lead Teacher	
Review staffing needs for students identified as Bilingual and/or ESL.	April – August, 2015	Principal Instructional Coach Lead Teacher	
Verify classroom assignment with Bilingual and/or ESL certified teacher(s), as needed.	April – August, 2015	Principal Instructional Coach Lead Teacher	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Textbooks

Action Steps	Target Date	Person(s) Responsible	Status
Submit to TEA the request for state-approved textbooks, based on student enrollment.	March – June, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Submit to TEA the request for state-approved teacher editions of textbooks, based on teachers and student enrollment.	March – June, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Distribute teacher editions to teachers to ensure that all materials are available prior to the first day of instruction.	July – August, 2015	Principal Instructional Coach Lead Teacher	
Distribute textbooks to teachers to ensure that all materials are available for the first day of instruction.	July – August, 2015	Principal Instructional Coach Lead Teacher	
Verify textbooks have been issued to all students.	August 2015 (End of 1st week of school)	Principal Instructional Coach Lead Teacher	

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Montessori Materials & Curriculum Design

Action Steps	Target Date	Person(s) Responsible	Status
Determine Montessori material, furniture, and equipment needed for each classroom.	January – March, 2015	Principal Instructional Coach Principal's Secretary Manager – Planning & Project Coordinator Business Manager/Accountant Lead Teacher	
Develop and process purchase orders for Montessori material, furniture, and equipment needed for each classroom.	January – March, 2015	Principal Instructional Coach Principal's Secretary Business Manager/Accountant Lead Teacher	
Determine curriculum plan for first month of "Ferocious Fridays". Specifically, determine activities to include: • Field trips • Guest speakers • Learning based projects • Exploration – academic and interest (initial areas of focus) • Mentoring Schedule	February – June, 2015	Principal Instructional Coach Lead Teacher	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Montessori Materials & Curriculum Design

Action Steps	Target Date	Person(s) Responsible	Status
Plan and prepare for first month of "Ferocious Fridays". Specifically, determine activities to include: • Transportation Needs • Invitations to mentors and/or speakers • Materials or supplies needed for specific activities	February – June, 2015	Principal Instructional Coach Lead Teacher	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Furniture

Action Steps	Target Date	Person(s) Responsible	Status
Determine new furniture needed based on actual student enrollment.	January – March, 2015	Principal Instructional Coach Principal's Secretary Manager – Planning & Project Coordinator Business Manager/Accountant Lead Teacher	
Develop and process purchase orders as needed.	January – March, 2015	Principal Instructional Coach Principal's Secretary Business Manager/Accountant	
Develop delivery schedule for furniture for the opening of school.	January – July, 2015	Principal Instructional Coach Manager – Planning & Project Coordinator	
Make provisions for some furniture to be on hand in case of emergency.	February – July, 2015	Principal Instructional Coach Manager – Planning & Project Coordinator	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Building Cleanliness/Use of Facilities

Action Steps	Target Date	Person(s) Responsible	Status
Verify that orders have been placed for cleaning supplies.	February – May, 2015	Principal Manager – Planning & Project Coordinator Custodial Staff	
All classrooms and areas used with students are ready for the opening of school.	June/July, 2015	Principal Manager – Planning & Project Coordinator Custodial Staff	
Lawn care and outside of building ready for the opening of school.	June/July, 2015	Principal Manager – Planning & Project Coordinator Custodial Staff	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Construction Projects

Action Steps	Target Date	Person(s) Responsible	Status
Monitor any construction projects/building modifications needed and verify that work will be completed prior to the opening of school.	May/June/July, 2015	Superintendent Principal Manager – Planning & Project Coordinator Custodial Staff	
Facilitate special clean-up crews as needed to ensure that school is ready and clean for the opening of school.	August, 2015	Superintendent Principal Manager – Planning & Project Coordinator Custodial Staff	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Board Policy & Employee Handbooks

Action Steps	Target Date	Person(s) Responsible	Status
Develop policies and make recommendations to the Board for adoption.	October, 2014 – September, 2015	Superintendent	
Share with all staff policies adopted by the Board of Directors.	August – September, 2015	Superintendent Principal	
Develop an employee handbook, which reflects items included in the charter application as well as policies adopted by the Board.	March - June, 2015	Superintendent Principal	
Distribute the employee handbook to all staff.	July - August, 2015	Superintendent Principal	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Code of Student Conduct

Action Steps	Target Date	Person(s) Responsible	Status
Finalize the Code of Student Conduct, based on the document included in the charter application.	April - May, 2015	Superintendent Principal	
Submit the Code of Student Conduct to the Board for approval, as appropriate.	March – August, 2015	Superintendent	
Prepare and distribute copies of the approved Code of Conduct to each staff member and student.	July – August, 2015	Superintendent Principal	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Teacher Supplies

Action Steps	Target Date	Person(s) Responsible	Status
Determine teacher supplies needed for the opening of school.	No later than May , 2015	Principal Instructional Coach Lead Teacher	
Verify that all orders are placed for teacher supplies.	No later than May , 2015	Principal Instructional Coach Manager – Planning & Project Coordinator Business Manager/Accountant Lead Teacher	
Deliver and distribute supplies to classrooms.	June - July, 2015	Principal Instructional Coach Lead Teacher	
Other Steps (Identified Once Process Starts):			

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

School Improvement/Strategic Planning

Action Steps	Target Date	Person(s) Responsible	Status
Determine format and components to be used for the development of a School Improvement Plan, as included in the Charter's Strategic Plan.	March – July, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Establish the timeline for development of the School Improvement Plan.	March – July, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Meet with teachers, staff and the school council regarding the development of the School Improvement Plan.	March – July, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Monitor the development of School Improvement Plan.	Fall, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Monitor the implementation of School Improvement Plans.	2015-2016 school year	Superintendent Principal Instructional Coach Lead Teacher	

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Security (First Days of School)

Action Steps	Target Date	Person(s) Responsible	Status
Determine if security is needed to ensure a safe and smooth opening of school.	June – July, 2015	Superintendent Principal Manager – Planning & Project Coordinator	
If needed, work with the Police Department(s) to provide officers for the first day of school, as appropriate (traffic control, etc.).	June – July, 2015	Superintendent Manager – Planning & Project Coordinator	
Provide security for the first days of school for school, if needed.	August, 2015	Superintendent Manager – Planning & Project Coordinator	
Other Steps (Identified Once Process Starts):			

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Professional Development – See Attachment E. 1 for Detailed Plan

Action Steps	Target Date	Person(s) Responsible	Status
Implement the plan for curriculum development and professional development included as Attachment E.1 Curriculum Development Action Plan and Timeline.	See Attachment E.1	Principal Instructional Coach	
Prepare for Teacher & Staff Orientation.	March – July, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Provide Teacher & Staff Orientation.	August, 2015	Superintendent Principal Instructional Coach Lead Teacher	
Other Steps (Identified Once Process Starts):			

Attachment O.9

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

School Council 2015-2016

Action Steps	Target Date	Person(s) Responsible	Status
Establish a School Council, through elections, to include principal, teachers, parents, community leaders and others as appropriate.	August, 2015	Principal	
Determine training dates for School Council members and communicate to members. Hold training sessions.	June – August, 2015	Principal	
Determine training dates for School Council members and communicate to members. Hold training sessions.	August, 2015	Principal	

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Food Service

Action Steps	Target Date	Person(s) Responsible	Status
Have applications for free and reduced lunch printed and ready for use in schools during registration.	January - February, 2015	Superintendent Manager – Planning & Project Coordinator	
Monitor lunch application process.	March – August, 2015	Principals School Site Food Service Managers	
Monitor delivery of food for first days of school.	August, 2015	Principal Cafeteria Manager Manager – Planning & Project Coordinator	
Ensure that ALL children are provided meals for the first days of school.	August, 2015	Principal Cafeteria Manager Teachers	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Startup Plan

Royal Ambassador Academy
Opening of Schools 2015-2016
Readiness Action Plan

Transportation

Action Steps	Target Date	Person(s) Responsible	Status
Determine any transportation needs for the first month of "Ferocious Fridays."	June, 2015	Principal Instructional Coach Manager – Planning & Project Coordinator Lead Teacher	
Arrange for contracted bus service, as needed for field trip activities for the first month of school.	June - July, 2015	Manager – Planning & Project Coordinator	
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			
Other Steps (Identified Once Process Starts):			

Attachment O.10. Superintendent Documents

RESUME

Johnny Edward Brown, Ph.D.
3950 Royal Meadows Street
Port Arthur, Texas 77642
E-mail Address: johnnedwardbrown@aol.com

PERSONAL INFORMATION

Place of Birth: Austin, Texas
Marital Status: Married to Carolyn Jean (Reese) Brown, MSSW
Children: One son and two daughters

EDUCATION

Doctor of Philosophy – The University of Texas at Austin; May, 1991
Department – Educational Administration
Dissertation Title – Leader Behavior and School Effectiveness

Post Graduate College Work – Lamar University 12 hours, Beaumont, Texas, Superintendents' Academy, 2007-2008; Texas State University, 1978-1882-mid-management certification

Master of Education – Southwest Texas State University (SWT), San Marcos, Texas; (Current name: Texas State University) Aug. 1977; **Major –** Counseling & Guidance

Bachelor of Science in Education – SWT-Texas State University, San Marcos, Texas: May, 1970; **Major -**Health & Physical Education; **Minor –** Political Science/government

CERTIFICATIONS IN EDUCATION

Provisional High School – Health & Physical Education: Government/Political Science
Professional Counselor
Professional Mid-Management Administrator
Professional Superintendent

ADMINISTRATIVE EXPERIENCES

Adjunct Professor (Part-Time)-Web Based Field Supervisor for Interns-2010 - 2014
Partner for development of Charter School Program-Royal Ambassador Academy
Port Arthur Independent School District-Former-Superintendent **(**9,100 students; approximately $77 million dollar general budget; 1,100 employees)

Resume for Dr. Johnny E. Brown

Superintendent's Highlights of Progress/Accomplishments (Port Arthur)

A. Academics:

- Improved TAKS & STAAR scores and successful academic performance for students

- District State Ratings: District Academically Acceptable each year from 2007-2011 (not rated in 2006 due to Hurricane Rita & no state ratings for 2012). District met standards for 2013 report re: STAAR testing program

- Graduation Rate
  - Class of 2006: 61.0%
  - Class of 2010: 78.9% (increase of 17.9%)
  - Class of 2011: 81.9%
  - Class of 2012: 83%

- Completion Rate (Graduates and Continuers)
  - Class of 2006: 75.0%
  - Class of 2010: 84.8% (Increase of 9.8%)
  - Class of 2011: 84.2%
  - Class of 2012 87.6%

- Exit-level TAKS Scores- 2013
  - ELA: 83%
  - Mathematics: 81%
  - Social Studies: 98%
  - Science: 93%

- Annual Dropout Rate has decreased, showing fewer dropouts. *
  - Class of 2005-2006: 6.0%
  - Class of 2009-2010: 4.9% (Decrease of 1.1%)
  - Class of 2010-2011: 1.2%* State used different formula for this year

- Students who could not graduate due to TAKS non-mastery decreased, which is a very positive trend.

  - 2007: 142 TAKS non-masters
  - 2012: 19 TAKS non-masters
  - 2013: 23 TAKS non-masters
  - Note: Memorial High graduated 432 students in 2013, 94% of active students

- In February, 2009, the AdvancEd Accreditation Commission awarded PAISD a five year District Accreditation as a quality school system.

Resume for Dr. Johnny E. Brown

- In 2010 presented Superintendent leadership award at annual national SACS- CASI program in Atlanta. Formerly served as Vice-Chair of SACS/AdvancED State Council**.**

- Professional Learning Communities (PLC) now require documented, routine conversations among personnel concerning specific professional development topics .

- The Response to Intervention implementation has been enhanced for 2012-2013 by providing teachers and principals with an outline of specific procedures to raise achievement.

- Discipline referrals for Suspensions and Disciplinary Alternative Educational Program (DAEP) have decreased. Data reflect fewer incidences of discipline problems.

B. **Facility Improvements:** The Superintendent has provided leadership for the planning , passage, and execution of the 2007 Bond program as well as in the completion of the 2004 Bond Program, including planning and building of new campuses and renovations.

New Facilities

- Lee Elementary
- Wheatley School of Early Childhood Programs
- Memorial High School, CATE Building, and Theatre (Superintendent provided leadership in District to move forward after years of delay where officials were not able to agree on a site for the new high school)
- B. T. Washington Elementary
- Sgt. Lucian Adams Elementary
- Note: The New DeQueen Elementary opened on the Superintendent's first day on the job.

Renovated Facilities

- Lincoln Middle School, Port Arthur Alternative Campus
- Thomas Jefferson Middle School
- Memorial 9th Grade Academy at Austin
- Tyrrell Elementary
- Houston Elementary
- Dowling Elementary
- Travis Elementary
- Administration Building and new Board Meeting Room
- Wilson School of Performing Arts (1st phase of 3)
- Port Arthur Alternative Center (PAAC) facility, adjacent to Lincoln Middle School

- Additional Improvements
  - State of the art football field, including artificial turf field similar to that used by pro teams; improved press box; state of the art security system that monitors and

Resume for Dr. Johnny E. Brown

records activity in all areas of the stadium, including the parking lot; improved lighting in the parking lot, etc.

- Synthetic surface on the track at Memorial High School and on the auxiliary track
- Security camera systems that are operational on all campuses & stadium

C. **Financial:** Under the leadership of the Superintendent, the District has implemented sound financial strategies to ensure financial stability and appropriate use of resources.

- The District has enjoyed a balanced budget over multiple years in spite of state and federal budget cuts.
- The fund balance has increased since 2005, from the audited 2005 balance $6,592,346 to the 2011 audited balance of $30,562,705.
- The District received Superior Achievement, the highest rating of the Financial Rating System of Texas (FIRST) for five years in a row & Above Standard for 2012 in light of use of fund balance for critical areas. The District received a rating of Superior for 2013.
- The District has received three years of excellent audit results of Unqualified Opinion and no material weaknesses identified/no findings
- The improved District 2009 Outlook resulted in Credit Rating Upgrade by both Moody's (Aa3) and Fitch (AA-).

D. **Environment:** The Superintendent provides leadership in creating a positive environment for teaching and learning.

- The Superintendent routinely attends Campus events as well as community and church events and services. He has been invited to speak for organizations including Rotary clubs, PTA, Lions Club, Kiwanis Club, Leadership Southeast Texas, the Port Arthur Ministerial Alliance, Port Arthur Retired Teachers, Chamber of Commerce, Churches, and others.
- The Superintendent provides news reports about student and district success including, but not limited to, publishing his Sunday article in the Port Arthur News, as well as television interviews
- The Superintendent has embraced the Diversity Initiative in an effort to encourage participation of all ethnic populations in all the activities and functions of the District including, but not limited to, employment opportunities, academic and extracurricular activities for students, and parental involvement.
- The District has implemented Dual Language, Two-Way Immersion, and ESL programs to help students with limited English skills to master the state curriculum.
- An initiative is in place to assist non-English speaking parents in learning English. Parents also are able to learn computer skills in this program.
- Summer recreation and summer nutrition programs have been implemented, which previously were not available to students.
- Improved in discipline management,, including new dress code, grades pre-K - 12, soon upon assuming leadership in PAISD. Students pay less for clothing, less competition for brand-named clothing, safer due to similar dress among students. Also, in general discipline incidences are down substantially, as noted in data produced routinely.

Resume for Dr. Johnny E. Brown

- Initiated a series of town hall style meetings to engage the community in discussions about where we are, where the District is headed and how we will get there.
- Established curriculum nights for engagement of the parents, teachers, principals and others in communication about standards.
- Started the first Port Arthur Re-engineering for Academic Excellence Cash Award Scholarship Program for graduating seniors. The first year awards totaled $5,600 in awards ranging from $100.00 to $1,000.00. By the end of the third year, over $50,000.00 was awarded to youth through the program, and by the end of the sixth year, over $100,000.00 in cash awards provided in total awards counting multiple years of scholarships.
- Selected by AdvancED for award recognition for Outstanding Performance in Leadership during 2010 annual SACS CASI conference in Atlanta, GA.—Formerly served on State SACS-CASI, AdvancED Council as Vice-Chair.
- The District enjoyed success in eight schools in the State operated District Awards (DATE) for Teacher Excellence program, meeting the criteria for bonuses due to excellence in student achievement, student and teacher attendance and development for the last year of operation, 2010-2011-awards of over $600K
- Successfully implemented new elementary band program in support of increased opportunities for student exposure in the arts for all elementary schools.
- Implemented a Crisis Management System, which enables the District and campuses to notify parents in cases of emergency or general reports.
- Board approved several foreign trade and abatement projects with petrochemical industries
- District purchased ELMO scanners as part of technology enhancements to support instruction in the classroom
- District introduced Kindle devices in secondary schools as a pilot to increase and support reading by youth
- Implemented new police/security agency program for better security, with focus on supporting secondary schools and for better coordination among various police agencies in support for positive learning environments in our schools—piloted local program in PAISD initially, but moved later to a program facilitated by a local Constable and Deputy Officers.
- Upgraded professional development program for Saturday and after school and summer workshops focused upon areas of need.
- Implemented an instructional initiative involving campus-based teachers serving as coaches for teachers and students in the classroom.
- District was successful in securing two grants from the State of Texas in the form of dropout prevention and high school restructuring, including opportunity for training for staff relative to High Schools That Work program concepts.

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- Implemented routine campus visits for monitoring of curriculum implementation. The curriculum staff also works with campus leadership in support for review, analyzing and using data.
- District collaborated with Lamar University to conduct a community survey about perceptions of District leadership and progress.
- Implemented the Titan Gazette for communication with staff and community about highlights of progress in the District. Also, District publishes team building magazine in which highlights of success are reflected through pictures of personnel of each school and department. The District also continues to publish weekly articles in the local newspaper to keep patrons up to date about District.

Politics of Education Information/ Reason (s) for leaving June , 2013

Port Arthur has experienced major changes in the make-up of the School Board, with 5 of 7 members different who serve on the Board when compared with the start of my tenure in 2006. The District was under State Management/Control when I assumed the role of Superintendent in Port Arthur. I aligned myself with those who favored major changes as required for progress and accountability, yet, there remain those who resist changes made and those pending. March 28, 2013 I resigned as Superintendent, effective at the end of my contract in September, 2014. The announcement was followed several weeks later with an updated resignation for earlier departure of June, 2014 and separation agreement between the School Board and me to allow the School District to transition to new leadership and for me to pursue other career options.

Education Consultant-Metro-Atlanta, GA., in transition from DeKalb County to Port Arthur, Texas --October 2004-August 2006

DeKalb County School System (100,000 students; approximately 1 billion dollar budget; 14,000 full time employees, 20,000 including part-time)
Superintendent, July 2002-October, 2004; consultant with system through June, 2006

Superintendent's Highlights of Progress/Accomplishments (DeKalb County)

- Increased graduation requirements from 22 to 24 units for 2004-05 incoming 9th grade students and set up 3 diploma career area options; requirement also in place for 4 years of English, math, social studies, science, including requirement for seniors to complete mathematics during senior year.
- Mathematics curriculum requirements strengthened for 7th grade pre-algebra and District-wide 8th grade- high school level algebra, starting 2004-05 school year
- Implemented new, more rigorous physical education & nutrition policies for students on k-12 basis.
- Implemented upgrades for equipment, training & wide-area network in technology program: $30m dollar project.

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- Leadership & support provided for second $500m capital improvement program for new schools and renovations, safety & ADA compliance upgrades.
- 4 elementary schools named as U.S. Department of Education Blue Ribbon Schools over the last 3 years; other schools named as Georgia Schools of Excellence. Served for many years as a site visitor for Blue Ribbon Program.
- Southwest DeKalb High School recognized during 2004-05 year as having the highest number of African American students in the nation succeeding in advanced placement testing for history for the previous year.
- International Baccalaureate Program implemented during 2004-05 in three high schools starting with the 2004-05 school year, including Tucker, Martin Luther King, Jr. & Druid Hills High Schools.
- The district increased the number of schools meeting Annual Yearly Progress (AYP) from 70% to 86%, comparing 2003 to 2004. The data reflect 80 of 83 elementary schools making AYP and 17 of 20 high schools making AYP (1 alternative school and two schools with a high number of international students new to the country did not make it). The middle schools which did not AYP missed primarily due to scores of students with disabilities.
- Prior to my tenure in 2001-02 the district had 33 schools on the Title 1 "needs improvement" list; for the 2004-05 school year, however, prior to my departure, the district had only 11 Title 1 schools on the list and 3 non-title schools. Regarding "Choice" for 2004-05 the district had 11 Title 1 schools and 3 non-title schools on the list; this compares favorably with as many as 25 Title 1 schools on the "Choice" list prior to my tenure.
- Significant improvements were made on the ITBS test, for example, with the district's fall 2004-05 first graders scoring at the 77%ile level for reading comprehension, second graders at the 63%ile level, and fourth graders scored at the 60%ile level; all other elementary grades were at the 50%ile level or higher. The ITBS elementary performance for mathematics reflected that all grade levels scored above the 50%ile with the exception of second grade which was at the 49th%ile.
- 4 high schools named by Newsweek Magazine in 2002-03 for being among the top 4% of high schools in the nation.
- 26 teachers were named during the 2003-04 school year as national board certified; for 2004-05 19 additional teachers were named.
- Due to State problems with economy, reduced budget by $45.5m dollars for the 2003-04 school year and an additional $7m dollars for the 2004-05 school year, while no millage increase was imposed for 2004-05. Yet, no class size increase was made for either year and employees received a 2% salary increase in January, 2005. Regardless, the district received the top Moody rating for tans borrowing for the capital program at a 1.0%-1.7% rate. Increased reserves to over $40,000,000. The District applied deficit spending prior to my tenure for 4 of previous 6 years, leaving reserves far below established standards.
- Provided leadership and support for enhancements to the Paperless Application Tracking System (PATS) to better track applications, assignments, resignations, retirements, leaves of absence, job postings, budget & finance alignment.
- Established Call Center as part of customer service for the district.
- Established a "no waivers" initiative to ensure certified personnel in place; over 97% of teachers certified as of last report during my tenure.

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- Provided leadership & support for development of new flexible insurance and benefits and for selection of new tax sheltered annuity record-keeper which allowed new employee options and a reduced number of vendors to deal with.
- Established a self-funded/fronted insurance program for the district's errors and omissions and liability coverage.
- Provided avenues for enhanced communication through efforts such as establishment of advisory committees ,e.g., business, faith based, principals, students (grades 6-12 eligible), auxiliary personnel, parents, human resources (customer service), Blue Ribbon (re: attendance boundaries, growth patterns, etc), Citizens Review (capital improvement advisory), and PEER (community volunteers assigned to advise based upon their professional expertise, e.g., safety issues, energy, etc).
- Provided leadership to enforce and strengthen implementation of the dress code.

Reason (s) for Leaving

- The school board and I agreed to go into different directions; mostly a case of politics of change when unpopular decisions are made for the sake of progress. I stood for excellence and support for all children to be successful by "raising the ceiling and the floor" for growth, equity and excellence in opportunities in terms of the proper conditions and environment for learning. Immediately upon assuming the position, 3 changes in the school board composition occurred out of 7 and another during the last year. We addressed accountability at all levels, resulting in some changes in organizational design and assignments, affecting some long-time employees, and we reduced spending by over $50m dollars, thereby affecting some favorite programs, services and personnel. We promoted higher academic standards and strengthened implementation of the dress code for a more positive learning environment. Finally, I stood for doing the right thing for children in all aspects such as for vendor contracts and personnel management (emphasizing fairness, procedure, and competence over favoritism); curriculum and instruction leadership; budget and construction management and more.

Birmingham City Schools (38,000 students; approximately $200 million budget; approximately 6,500 employees) Note: Prior to recruitment leading to tenure in District, they had the unfortunate designation of having 1/3 of the entire State's low performing schools located in the District; upon leaving the District there was none on that list.
Superintendent, January 1998-June 2002

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Superintendent's Highlights of Progress/Accomplishments (Birmingham)

- Provided leadership to move the system from having over 30 schools on academic "alert" status in 1997-98 (one third of those on "alert" status in the State) to a status of having no schools on "alert" by the time of departure in 2002. While 4 schools were on the caution list at the end of my tenure, great progress was made recognizing that we moved the system from having only 22 schools on the "clear" list when I was first employed to 62 schools on the "clear" list when I departed; again, the system had no schools on the "alert" list upon my departure.
- Birmingham as a system was on the academic "clear" list for three straight years once I assumed the position of Superintendent.
- The average level of Birmingham children on the Stanford Achievement Test rose during my tenure from the 37%ile to the 49%ile.
- The district earned "A's" on the State report card for student success on the Alabama High School Graduation Exam in 2001. 94% of students passed the test which was almost 20% better when compared with the year 2000 when the system earned a grade of "C".
- Provided leadership to implement "Project Algebra" which resulted in all 8th grade students being required to take high school level algebra for high school credit. Project Algebra also made the Everyday Math Program the curriculum for grades K-6 (implemented in coordination with the University of Alabama at Birmingham) and pre-algebra was required for 7th grade students. The system also implemented "I Can Learn Algebra" classrooms in 5 schools in the district.
- Provided leadership to implement "Project R.E.A.D.S". Utilizing research on how children best learn to read, the system initiated the "Balanced Approach" to reading instruction, combining the best of both phonics and whole language instruction. In the fall of 2001 the system became the first in the nation to implement the Universal Literacy Program in all of its elementary schools, developed by Voyager Expanded Learning.
- Leadership was provided to implement a $50m technology plan utilizing funds from E-rate (largest per capita grant awarded to any system in 1999) and the City of Birmingham. The district purchased laptop computers for all teachers, counselors, librarians, principals, assistant principals, and selected others to use. Some 8,000 internet-linked desktop computers were installed, including three per classroom in permanent buildings and an internet laboratory was provided per school. Desktop telephones were installed in classrooms. The system won an award through the Smithsonian Institute in Washington, D.C. resulting from innovations in technology.
- The district was proud to partner with UAB and the McWane Science Center to pilot a genetics class at Ramsay and Parker High Schools during the 1999-2000

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school term. The course, which included DNA research, became widely available in the district following the pilot year.

- Leadership was provided to increase dramatically the number of students who enrolled in Advanced Placement (AP) coursework; also, specific efforts were made to provide development opportunities for teachers for certification required to teach these courses.
- The district earned "A's" for both 2000 and 2001 on the State Report Cards for the percentage of career-technical education programs that are certified by business or industry.
- Leadership was provided to partner with the McWane Center to enable every sixth grader to participate in the Challenger Learning Center Program. The district was also proud of partnerships with other museums such as the Birmingham Museum of Art and the Birmingham Civil Rights Institute.
- The district was proud to work in partnership with the National Commission on Teaching and Americas Future in coordination with Dr. Linda Darling-Hammond of Stanford University (formerly with Columbia Teachers College) as one of very few urban centers in the nation in support of learning. Three areas of focus were identified as major priorities: professional development, school organization/recruiting, and grading &assessment
- Major efforts were made on implementation of the district's strategic plan. Support was provided by Dr. Bill Cook of the Cambridge Group in coordination with the school board, central and school-site staff, parents, and community. Areas in focus included: improve achievement, "close the gap" in learning, environment, finance, diversity; use of data and accountability for all.
- Leadership was provided to "clean up" financial records that had gone many years unaddressed prior to my tenure. Improvements were made to reduce audit findings when my tenure was compared to as many as ten years before. Efforts resulted in building reserves, reflecting increase of some $7m 1998, $1m for 1999 and $3.2m for the year 2000. At the end of 2000 the district had a larger reserve fund than any district in the State of Alabama at $24.5 million.
- The onset of State Proration (reduction of State funds during the year, thereby, not providing what was promised and budgeted) resulted in the need to "dip" into reserves to replace those dollars lost from the State. The other choice was not a good choice of eliminating in mid-term over $9m of personnel, programs and services in place for children. Appropriate reductions were made as part of our efforts, especially administrative. We are proud of our progress in spite of the politics of misinformation.
- Leadership was successful in receipt of grants, e.g., the Community Foundation of Greater Birmingham awarded the district a grant for $158,700 in support of the district's strategic planning and implementation efforts. In February 2002 the Area Chamber of Commerce agreed to provide $500,000 to be placed in the Foundation account to address future needs of children. In 2000 the school district received a grant of $5,275,000 from the Urban Systemic Program of the

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National Science Foundation. The City of Birmingham voted and the school board accepted access of over $200m to support the district's $300m capital program (City & State resources combined), making the program the largest ever in the State of Alabama, especially when combined with State funds.

- Senior students were provided cash scholarship awards, e.g. in April 2002, 40 students received $24,000 with student awards ranging from $300 to $2,000.
- Leadership was provided to highlight success of senior students through the annual Mr. and Miss Birmingham City Schools Pageant which was suggested by a member of the student advisory committee (a group which met directly with the superintendent on a regular basis). Scholarships were provided for students selected to participate with special awards provided to the winners. '
- The district focused on environmental conditions, such as parental involvement, condition of buildings for cleanliness and upkeep, and student dress and conduct. The district implemented a dress code for all grades, The district also implemented a 12 point discipline/safety plan under my leadership, e.g., requirement that students use clear of mesh backpacks. The district also installed surveillance cameras in high schools and middle schools and purchased metal detectors for use in secondary school extracurricular activities.
- The school board eliminated use of corporal punishment under my leadership and revised administrative procedures to increase options such as in-school suspension which did not exist widely prior to my administration.
- Birmingham was able to reduce the number and percentage of student suspensions over a two year period from 1998-99 to 2000 by 71.9% through use of extended day programs, in-school options, and implementation of the transition action and strategic plans.
- The Fox 6/Post Herald School Cleanup Program was implemented in cooperation with businesses, schools, and school district to help paint, landscape, and clean schools. Cleanups were held twice annually in March and October; 67 schools participated prior to my departure. Overall 43,000 volunteers participated through October 2002.
- The opening of the year celebration called "It Takes A Village To Raise A Child" began in 2000. Schools planned special events and invited parents and community to participate in opening of school year activities. For example, over 19,000 parents visited the first two days of the school year. Family involvement was emphasized throughout the year, and each school was required to have in place a parental involvement improvement plan.
- Leadership was provided to establish and implement the largest ever capital program in the State of Alabama for schools. Numerous projects were completed or started during my tenure, including construction of five new schools or schools with major renovations, such as the George Washington Carver High School for

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Health Professions, Engineering, and Technology-the first high school built in 30 years in the system.

Reason(s) for leaving

- I was recruited and selected for the position of superintendent of the DeKalb County School District. Several years prior to selection, I was one of two finalists for the same position with my replacing the person selected upon his retirement in 2002. Coincidentally, the State modified the organization of the Birmingham school board for implementation at about the time of my departure, moving from a school board appointed by the mayor and city council to an elected school board.

Wilmer-Hutchins Independent School District (3,200 students; approximately $20 million dollar budget; approximately 450 employees)—Recruited as part of Texas Education Agency State "take over" initiative to work in coordination with State Appointed Managers. Superintendent, August 1996 – January 1998

Superintendent's Highlights of Progress/Accomplishments (Wilmer-Hutchins) in coordination with State of Texas , recruited as part of State Intervention Program

- Led efforts to raise achievement test scores in the district in all subjects and grade levels on the State required criterion reference test, spring 1997 with increases noted as follows:
  - -Third grade-17.9% increase in all tests taken
  - -Fourth grade-5.4% increase
  - -Fifth grade- 25.6% increase
  - -Sixth grade-11.9% increase
  - -Seventh grade-12.5% increase
  - -Eighth grade-5.7% increase
  - -All grades combined-13.7% increase in all tests taken
- As another gauge of academic success, one dramatic highlight was the success of the Wilmer Elementary third graders as 71% of students passed the TAAS math test in 1997, up by 23.4% over the previous year.
- In 1997 led efforts for improvement in the form of an example of one campus which achieved exemplary status (C.S. Winn Intermediate) and three schools were awarded recognized status (Mamie White Elementary, Alta Mesa

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Elementary, and Bishop Heights Elementary). Wilmer Hutchins High School moved from low performing status to acceptable status.

- Provided leadership in the development and implementation of a balanced budget, the first in many years prior to my tenure. Several budget reductions were made in favor of focus on schools and not central operations, and efforts were made to better align spending with the district's strategic plan and student needs. The district was in debt when I was hired.
- Initiated district-wide reading initiative focused upon the balanced approach to the teaching of reading.
- Leadership was successful in implementing a district-wide curriculum alignment initiative.
- As part of organizational design work, five of seven school principals were replaced and all staff were held to a higher level of accountability in moving the system forward for success. The administrative level was immediately reduced by 10 and the staff of approximately 221 teachers was reduced to approximately 175. Basic bookkeeping procedures were instituted to better manage finances; the system was in debt by $2million dollars when I assumed the position of superintendent.

Reason(s) for leaving

- I was recruited and selected for the position of superintendent of the Birmingham City School District.

Houston Independent School District (207,000 students; approximately 1 billion dollar + budget; approximately 28,000+ employees. Supervised all curriculum & instructional programs and approximately 300 schools. Supervised 12 Area District & other Deputy Superintendents who supervised schools & school programs). District was very successful especially in improving student achievement through implementation of the District's Beliefs and Visions (District Strategic Plan), holding staff accountable for results, budget & finance, use of data, and alternative programs. District had many schools named as exemplary and had reading scores that compared well with districts across the country resulting from the balanced approach in teaching reading.
Executive Deputy Superintendent, January 1995 – August 1996

Reason(s) for leaving

- I was recruited and selected by the State of Texas Department of Education in coordination with the local School Board as part of a School District State

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takeover process, resulting from previous years of problems with finance and academics. The system was more successful during my tenure than at anytime before or after. The system has been absorbed by the Dallas Independent School District as a result of State action due to continued problems where the progress made during my tenure was not sustained.

Cleveland Public Schools (74,000 students; approximately $500,000,000 budget; approximately 10,000 employees). The district was very successful during my tenure for improving achievement through implementation of the district's strategic plan, Vision 21 in spite of major problems with finance prior to my tenure (district was in the "red", running a deficit program prior to my arrival).
Deputy Superintendent for Educational Programs, April 1993 – January 1995

Reason(s) for leaving

- I was selected by Dr. Rod Paige, formerly U. S. Department of Education Secretary, while he served as Superintendent of the Houston Independent School District. My role was to serve as his "top" or second in authority in the district while supervising approximately 300 schools and centers, with 12 Area District Superintendents. I also supervised curriculum and instruction for the district. At the same time my wife was selected in Texas for her first opportunity to serve as principal, and I returned to Texas in support of her opportunity to serve.

Austin Independent School District (AISD-74,000 students, approximately at time of tenure in AISD) $500,000,000 budget; 10,000 employees)

Fall, 1972 - Spring, 1993
Central Office – Director: Student Support and Area Director, 11/90-4/93
Principal – O. Henry Middle School, January, 1986 – December, 1989 (*****Left for professional leave to complete doctorate in University of Texas/Texas Superintendent Preparation Program-remained on contract with Austin)
Assistant Principal, Middle & High School; Alternative School Principal; Coordinator of Student Affairs, 1979 – 1985

***Texas Education Agency (TEA) –** Effective Schools Data Resource Unit- Division of Accreditation – Research Associate. December 1989-November 1990; internship assignment associated with The University of Texas/Texas Education Agency Cooperative Supt. Program.

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COUNSELING EXPERIENCE

Gary Job Corp Center, San Marcos, Texas-Counseling Internship Practicum, Summer, 1978.

TEACHING EXPERIENCES

Austin Independent School District
Anderson High School, 1973-1979
Murchison Junior High School, 1972-1973

San Antonio Independent School District
Riley Junior High School, 1970-1972

PAST & PRESENT PROFESSIONAL AFFILIATIONS & ACTIVITIES

MEMBER – American Association of School Administrators
MEMBER – The American Educational Research Association
MEMBER – National Association of Elementary School Principals
MEMBER – National Association of Secondary School Principals
MEMBER - Port Arthur Rotary Club
MEMBER – Phillip Schelecty's Superintendent Leadership Network (Center for Leadership and School Reform)
MEMBER – Atlanta Chamber of Commerce-Board of Trustees
MEMBER- Board of Health DeKalb Board of Trustees
MEMBER - Greater Atlanta Boy Scouts of America
MEMBER - Jr. Achievement – Board of Trustees
MEMBER – National on Teaching and America's Future Advisory Board
-Served on two occasions as participant in the President's Summit on Education at the White House - -President George Bush
MEMBER – Executive Committee of Dekalb County
-National television program on reading instruction with former Secretary of Education, Richard Riley

PUBLICATIONS/PAPERS

- **Dissertation – Leader behavior and school effectiveness***
- **Encyclopedia Article: Akins, W., & Brown, J. (1993). Sweatt v. Painter (1950) In Anderson, D., Asbury, C., Jones-Wilson, F., & Okazawa-Rey (Eds.). The Encyclopedia of African-American Education.**

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- **Brown, J. (1991). Leader behavior and school effectiveness. Ann Arbor: University Microfilms International (U.M.I.).**
- **Brown, J. (1991). Leader behavior and school effectiveness. Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois. Unpublished paper based upon dissertation research findings.**

* **The dissertation research focused upon (a) site-based management, and (b) principals' administrative leadership relative to instruction and home-school relations. I had the pleasure of presenting a portion of the findings at the annual conference of the American Educational Research Association in Chicago, Illinois, April, 1991.**

Biographical Statement for Johnny Edward Brown, Ph.D.

Dr. Brown has enjoyed success in teaching and providing leadership for schools and school districts for many years, in particular in urban and minority environments in several states. In each case the record of his success is well documented in terms of: dramatically higher student test scores; balanced budget and increased reserves; improved facilities; increase in parent involvement; and learning environment more positive and appropriate and more.

The record of his success began as early as grade school, in Austin, Texas. He completed the undergraduate, graduate level and post-graduate level education work at Texas State University, B.S. in Ed., M.Ed., and mid-management administration certification and completed the terminal degree at the University of Texas at Austin, Ph.D.

Dr. Brown has been successful throughout his career in teaching and school administration, starting in San Antonio, Texas where his professional career began as a middle school science and physical education teacher and coach. Beyond that experience, he served as teacher and administrator in Austin, Texas: including, Assistant Principal at Crockett High School, and Assistant Principal and Principal of O. Henry Middle School, Principal of the Alternative School, and Central Office Associate Coordinator and Director of Student Support Services. Dr. Brown also served as Deputy Superintendent for Instruction for the Cleveland, Ohio Public Schools; Executive Deputy Superintendent for Educational Programs in Houston (supervised 300 schools through supervision of 12 Area District Superintendents and Curriculum and Instruction); Superintendent of Schools for four systems, including: Wilmer-Hutchins in Texas (recruited by TEA to assist with "takeover" process by Dr. Mike Moses); Birmingham, Alabama; DeKalb County, Georgia; and, most recently, Superintendent of the Port Arthur Independent School District in Texas, through June 30, 2013. Dr. Brown has also enjoyed serving as Adjunct Professor in Lamar University as Field Supervisor of Administrative Interns. Currently, he is engaged as partner in providing leadership for the planning and development of the Royal Ambassador Academy Charter School, Pr-K-8, and in the process of re-establishing an education consultant company, J & C Brown Institute for Learning.

While completing the doctorate at The University of Texas at Austin, the dissertation topic was: "Leader Behavior and School Effectiveness". He conducted research about what urban leaders do to make a difference in leadership in instruction and home-school relations. He explained as part of his research report that instructional leadership makes a major difference; and, in those schools in which parents are engaged in a meaningful way, the performance of children is higher.

Dr. Brown has achieved a consistent "track record" of success in "standing tall" in support of children: strong in character and ethics, supportive of personnel and involvement with the community for greater success for children and, thereby, for improving the quality of life for all. Dr. Brown has presented at education conferences throughout the nation on leadership and school improvement.

Dr. Brown is married to Carolyn J. Brown, also an educator. They have one son and two daughters. All three have graduated from college, including degrees from the University of Alabama at Tuscaloosa, Texas State University, and the University of West Georgia. The youngest daughter is a graduate student at The University of Houston.